



HAMPDEN-
SYDNEY
COLLEGE

1989-90



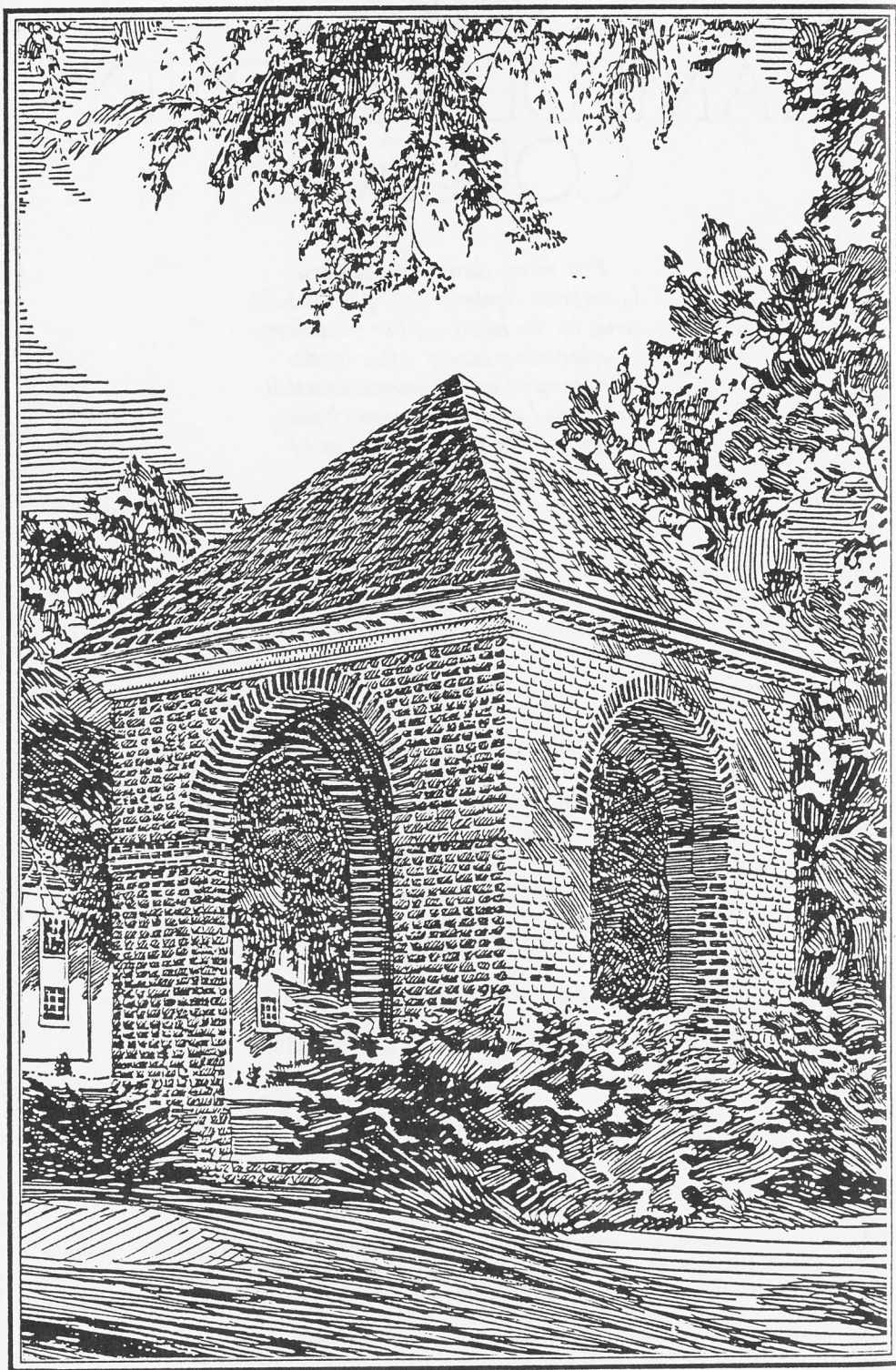
HAMPDEN-SYDNEY COLLEGE

*For more than two centuries
Hampden-Sydney College has held
true to the ideals of her founders,
educating leader after leader
for country and Commonwealth,
all good men and good citizens
formed in an atmosphere of
sound learning.*

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The contents of this catalogue represent accurate information available at the time of publication. However, during the time covered by this issue, it is reasonable to expect changes to be made with respect to this information without prior notice. Records of changes are on file and available for examination at the office of the Dean of the Faculty.





HAMPDEN-SYDNEY COLLEGE

HAMPDEN-SYDNEY COLLEGE, a liberal arts college for men now enrolling 950 students, has been in continuous operation since January 1776. The College is the tenth oldest institution of higher learning in the United States and the oldest of the country's few remaining all-male colleges. Hampden-Sydney is affiliated with the Presbyterian Church in the United States.

Hampden-Sydney is fully accredited by the Southern Association of Colleges and Schools and is a member of the Association of Virginia Colleges, the Association of American Colleges, the Southern University Conference, the College Entrance Examination Board, the American Chemical Society, and the College Scholarship Service.

Hampden-Sydney is a lively community with a faculty highly motivated and dedicated to teaching. There are currently 75 members of the teaching faculty, for a student-faculty ratio of about 12:1. Almost 50 percent of the graduating seniors enter graduate or professional school.

Part of the 566-acre campus, picturesquely set in Virginia's historic Southside, 70 miles southwest of Richmond, has been designated an historic preservation zone. Farmville, a town of 6,000, is seven miles north.

None of the eighteenth-century buildings survives, but the Federal architecture used for the Alamo's western portion, the oldest (1817) of the College's structures, has been maintained as the dominant style for the campus.

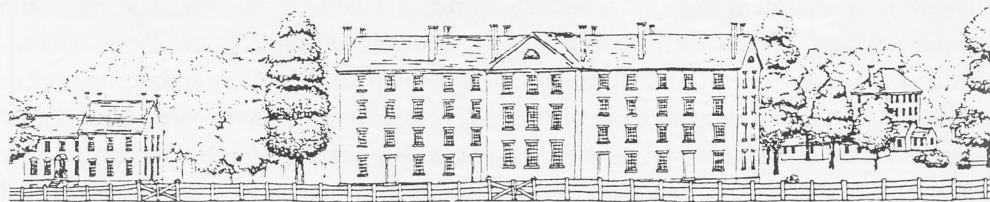
The endowment portfolios have a market value of approximately \$39 million. The operating budget for 1989-90 is \$15.3 million.

Since 1776, the mission of Hampden-Sydney College has been to form good men and good citizens in an atmosphere of sound learning. The College aims to instill in its students a commitment to sound scholarship through studies in the natural sciences, the humanities, and the social sciences; to cultivate qualities of character and moral discernment rooted in the Judeo-Christian tradition; to develop clear thinking and expression; to promote an understanding of the world and our place in it; to impart a comprehension of social institutions as a basis for intelligent citizenship and responsible leadership in a democracy; to prepare those with special interests and capacities for graduate and professional study; and to equip graduates for a rewarding and productive life.

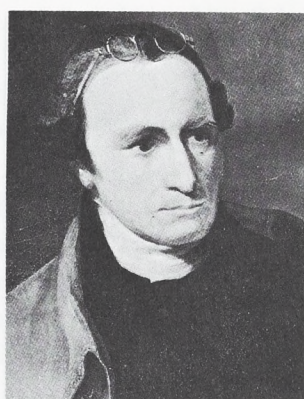
THE EARLY AMERICAN COLLEGE, typically a frontier institution, was often a Christian college in character. Hampden-Sydney was no exception: her heritage is deeply rooted in the history of both Colonial America and the Presbyterian Church.

The founders of the College chose the name Hampden-Sydney to symbolize their devotion to the principles of representative government and full civil and religious freedom which John Hampden (1594-1643) and Algernon Sydney (1622-1683) had outspokenly supported, and for which they had given their lives, in England's two great constitutional crises of the previous century. They were widely invoked as hero-martyrs by American colonial patriots, and their names immediately associated the College with the cause of independence championed by James Madison, Patrick Henry, and other less well-known but equally vigorous patriots who composed the College's first Board of Trustees. Indeed, the original students eagerly committed themselves to the revolutionary effort, organized a militia-company, drilled regularly, and went off to the defenses of Williamsburg and of Petersburg, in 1777 and 1778 respectively. Their uniform of hunting-shirts—dyed purple with the juice of pokeberries—and grey trousers gives the College its traditional colors, garnet and grey.

The College, first proposed in 1771, was formally organized in February 1775, when the Presbytery of Hanover, meeting at Nathaniel Venable's Stone Hill plantation (about two miles south of the present campus), accepted a gift of one hundred acres for the College, elected Trustees (most of whom were Episcopalian), and named as Rector (later President) the Rev. Mr. Samuel Stanhope Smith, valedictorian of the Princeton class of 1769, who had been actively promoting the idea of establishing a college in the heavily Scotch-Irish area of south-central Virginia since he began his ministry there in 1772. Within only ten months, Smith secured an adequate subscription of funds and an enrollment of 110 students. Intending to model the new college after his own *alma mater*, he journeyed to Princeton to secure the founding faculty, which included his younger brother, John Blair Smith. On that 1775 trip he also visited Philadelphia to enlist support and to purchase a library and scientific apparatus. Students and faculty began gathering in the fall of 1775, although the official opening of the College was delayed until January 1, 1776. The College has never suspended operations.



Hampden-Sydney College in 1840: from left to right, Steward's Hall, Cushing Hall, and the 18th-century buildings.

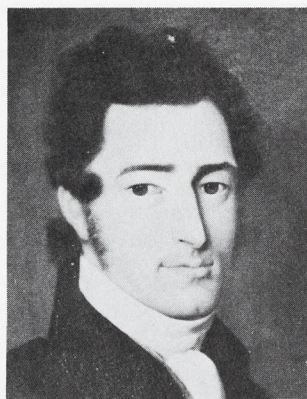
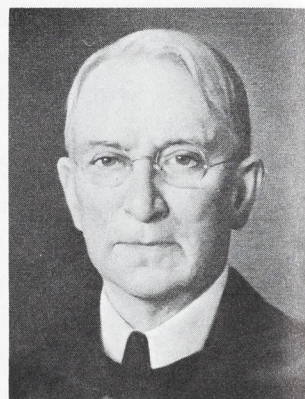
*John Hampden**Algernon Sydney**Patrick Henry*

A campaign was begun in 1777 to raise money in a state-approved lottery. Through the tireless efforts of Colonel William Cabell of Nelson County, lottery manager and a founding trustee, the young College was able to enlarge its buildings and stabilize its endowment. In 1783, Hampden-Sydney's viability, severely tested by the Revolutionary War, was ensured by the grant of a charter from the General Assembly of Virginia.

In its first fifty years the College prospered and gained the respect of the public and of the educational world. As early as the 1790's its influence was being felt elsewhere, as alumni and former presidents and faculty members began founding or organizing other institutions, including Union College, New York (1795), Princeton Seminary (1806), and the University of Virginia (1819). The Medical College of Virginia was established (1838) at Richmond as the medical department of Hampden-Sydney; Union Theological Seminary of Virginia (1822) was founded at Hampden-Sydney and occupied the south end of the present campus for some seventy-five years before its relocation in Richmond.

The College matured physically and academically through the first half of the nineteenth century, enjoying the services of some remarkably gifted leaders. Jonathan P. Cushing, a Dartmouth man and the first layman and first non-Presbyterian to be president, oversaw during his fourteen-year tenure the abandonment of the College's original buildings in favor of the handsome Federal architecture which still distinguishes the campus; his greatest physical monument, Cushing Hall, which once housed the entire College operation, is currently in use as a dormitory. The world-renowned chemist, Dr. John W. Draper, who built the first camera to photograph a living person, was professor at Hampden-Sydney from 1836 to 1839.

Religious controversy, the nation's and Virginia's economic troubles, and the Civil War and its aftermath were for two generations the testing-fires of Hampden-Sydney as a stronghold of academic quality. Fortunately for the College, the longest-tenured of its presidents, the able and dedicated J. M. P. Atkinson, served from before the War through

*Samuel Stanhope Smith**Jonathan P. Cushing**Joseph DuPuy Eggleston*

Reconstruction (1857-1883); he performed the remarkable feat of keeping the College solvent, while insistently upholding both disciplinary and academic standards. Once again, at the outset of war the student body organized a company, with the president as captain. These men, officially named the "Hampden-Sydney Boys," saw action in the disaster of Rich Mountain (June 10, 1861), were captured, and were paroled by General George B. McClellan on the condition that they return to their studies.

During the presidencies of Dr. Atkinson and his eminent successor, Dr. Richard McIlwaine, many features of current student life were introduced—social fraternities, sports, and the formalized Honor System, for example; other student activities flourished at their highest level, such as the literary, or debating, societies and musical clubs. In addition, in 1898 the Seminary moved to Richmond and a most generous alumnus, Major R. M. Venable, bought its buildings and gave them to the College, doubling the physical plant. Academic offerings were expanded, strengthening the coherent tradition of liberal arts education which had become the hallmark of the College.

The twentieth century has seen considerable building and other developments that have provided the facilities and personnel to continue a distinguished program. Bagby Science Hall, described as "one of the finest science buildings in the small colleges of America," was built in 1922; in 1968 it was replaced by the Gilmer Science Center, which is, again, of the highest quality; Bagby Hall is also now the home of the John Brooks Fuqua Computing Center. The former Memorial Library, now Winston Hall, was replaced in 1961 after sixty-three years of service by Eggleston Library, named for President J. D. Eggleston, the principal institutional architect of twentieth-century Hampden-Sydney; only fourteen years later, during the administration of W. Taylor Reveley, this building was more than doubled in size, and in 1986 had its ground floor refurbished as the Fuqua International Communications Center. In the 1970's and 1980's major conversions and renovations have provided the College with the Graham Hall Student Center, Post Office, and

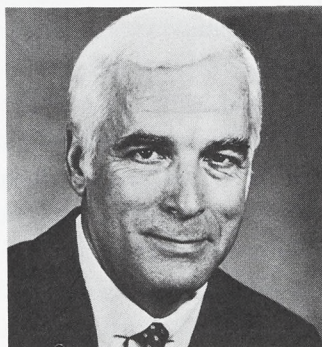
Bookstore; the Development Office, Publications Office, and Switchboard in Cabell House; the Esther Thomas Atkinson Museum in the old post office; the Business Office, in Restover; the Center for Counseling and Career Planning and the Records and Financial Aid Office in Bagby Hall; new dressing rooms in Gammon Gymnasium; guest rooms in Hampden House; the student-run FM radio station in the Carriage House; the Moore Student Health Center in Winston Hall; and guest-quarters for the President in Coleman Cottage. In the same period, new construction has provided the Hampden House Residence Halls; the Kirby Field House, including the Fleet Gymnasium and Leggett Swimming Pool, as well as offices, weight room, squash, handball, and racquetball courts, trainer's room, classroom, and lounges; a completely reconditioned baseball field, including the new Fulton dugouts; a new outdoor athletic facility; the Blake Village of town-house apartments; the Crawley Forum; and five new residence halls. Venable Hall, in use as a Seminary and, since 1898, as a College building, has undergone thorough renovation. Construction of a new dining hall and campus center, three new residence halls, and new parking lots will begin in 1989-90; extensive renovation of Penshurst, one of the oldest Seminary buildings, will begin in 1989. The campus itself has grown steadily, through purchase and gift, to 566 acres, much of it in woodland. Academic, social, and cultural programs of the College continue to be enriched, and Hampden-Sydney looks into its third century with a wholesome optimism, bred of a sober integrity of mission coupled with a history of sound development, and made possible by an extraordinary succession of leaders and benefactors of rare ability, commitment, and vision.



Presidents, Trustees, & Staff

PRESIDENTS OF THE COLLEGE

SAMUEL STANHOPE SMITH, D.D., LL.D.	1775-1779
JOHN BLAIR SMITH, D.D.	1779-1789
DRURY LACY, D.D. (<i>Vice President and Acting President</i>)	1789-1797
ARCHIBALD ALEXANDER, D.D., LL.D.	1797-1806
WILLIAM S. REID, D.D. (<i>Vice President and Acting President</i>)	1807
MOSES HOGE, D.D.	1807-1820
JONATHAN P. CUSHING, A.M. (<i>Acting President</i>)	1820-1821
(<i>President</i>)	1821-1835
GEORGE A. BAXTER, D.D. (<i>Acting President</i>)	1835
DANIEL LYNN CARROLL, D.D.	1835-1838
WILLIAM MAXWELL, LL.D.	1838-1845
PATRICK J. SPARROW, D.D.	1845-1847
S. B. WILSON, D.D. (<i>Acting President</i>)	1847
F. S. SAMPSON, D.D. (<i>Acting President</i>)	1847-1848
CHARLES MARTIN, A.B. (<i>Acting President</i>)	1848-1849 and 1856-1857
LEWIS W. GREEN, D.D.	1849-1856
REV. ALBERT L. HOLLADAY (<i>Died before taking office</i>)	1856
JOHN M. P. ATKINSON, D.D.	1857-1883
RICHARD McILWAINE, D.D., LL.D.	1883-1904
JAMES R. THORNTON, A.M. (<i>Acting President</i>)	1904
WILLIAM H. WHITING, JR., A.M., LL.D. (<i>Acting President</i>)	1904-1905 and 1908-1909
J.H.C. BAGBY, Ph.D. (<i>Acting President</i>)	1905
JAMES GRAY McALLISTER, D.D., LL.D., D.Litt.	1905-1908
HENRY TUCKER GRAHAM, D.D., LL.D.	1909-1917
ASHTON W. McWHORTER, A.M., Ph.D. (<i>Acting President</i>)	1917-1919
JOSEPH DuPUY EGGLESTON, A.B., A.M., Ph.D., LL.D.	1919-1939
EDGAR GRAHAM GAMMON, D.D., LL.D.	1939-1955
JOSEPH CLARKE ROBERT, A.B., A.M., Ph.D., Litt.D., LL.D.	1955-1960
THOMAS EDWARD GILMER, B.S., M.S., Ph.D., D.Sc.	1960-1963
WALTER TAYLOR REVELEY, B.A., B.D., Ph.D., LL.D., D.Litt.	1963-1977
JOSIAH BUNTING III, B.A., B.A. (Oxon.), M.A. (Oxon.), D.Litt.	1977-1987
JAMES RICHARD LEUTZE, B.A., M.A., Ph.D.	1987-



James Leutze, President of the College

BOARD OF TRUSTEES

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JAMES R. LEUTZE	President
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C. NORMAN KRUEGER	Treasurer and Assistant Secretary

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GENE B. DIXON, JR. '65	Dillwyn, Virginia
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CHARLES M. GUTHRIDGE '68	Richmond, Virginia
JOHN T. LEWIS	New Orleans, Louisiana
RODNEY B. MITCHELL	New York, New York

Class of 1992

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MRS. HUNTER McGUIRE	Richmond, Virginia
MALCOLM R. MYERS '57	Willoughby, Ohio
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WILLIAM G. PANNILL	Martinsville, Virginia
RICHARD C. PARKER '81	Atlanta, Georgia

Class of 1993

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GEORGE B. CARTLEDGE, JR. '63	Roanoke, Virginia
WILLIAM W. LUCADO '50	New York, New York
JOHN B. SARTAIN '65	Dallas, Texas
HENRY C. SPALDING, JR. '60	Richmond, Virginia
HUBERT R. STALLARD '59	Richmond, Virginia
JAMES L. TRINKLE '50	Roanoke, Virginia

Class of 1994

CHARLES L. CROCKETT, JR., M.D. '42	Roanoke, Virginia
STEPHEN A. GARRISON	Dallas, Texas
EUGENE B. HARDIN, JR.	Raleigh, North Carolina
H. HITER HARRIS, JR.	Richmond, Virginia
PETER A. LEGGETT '68	Lynchburg, Virginia
HENRY H. McVEY III '57	Richmond, Virginia
WILLIAM F. SHUMADINE, JR. '66	Richmond, Virginia

ADMINISTRATIVE OFFICERS

1989-90

JAMES RICHARD LEUTZE, B.A., M.A., Ph.D.	President of the College
MARK W. LANIER, B.S., M.A.	Assistant to the President
JOHN SCOTT COLLEY, B.A., M.A., Ph.D.	Provost and Dean of the Faculty
LEWIS H. DREW, B.A., M.A.T., Ed.D.	Dean of Students
ROBERT H. JONES, B.A., M.Ed.	Senior Vice President for Administration and Dean of Admissions
C. NORMAN KRUEGER, B.S., M.B.A. ...	Vice President for Business Affairs and Treasurer
TBA	Vice President for Development

ADMINISTRATIVE STAFF

1989-90

BARBARA S. ARMENTROUT	Assistant Business Manager and Personnel Coordinator
PAUL S. BAKER, B.S., M.A., Ed.D.	Associate Dean for Academic Administration
ANTHONY CAMPBELL, B.S., M.Ed., Ph.D.	Associate Dean of Students
TIMOTHY S. CHAMBERS, B.A.	Director of News & Information
M. DEANE CHEATHAM, B.A.	Assistant Dean of Admissions
W. GLENN CULLEY, Jr., B.S.	Controller
DABNEY M. DANIEL, B.A.	Director of Special Gifts & Assistant to Vice-President for Development
JAMES G. GAMBLE, B.S.	Programmer/Analyst
ANITA H. GARLAND, B.A., M.B.A.	Director of Admissions
G. L. JEFFREYS GREENE, B.A.	Assistant Director of the Annual Fund
FRED HEISMEYER, M.S.	Acting Director, Center for Counseling and Career Planning
BRIAN JACKSON, B.A.	Director of the Annual Fund
DAVID A. KLEIN, B.A., D.M. ..	Assistant Dean for Residence Education/Student Activities
JEFF R. LAVANGIE, B.A.	Assistant Dean of Admissions
LAWRENCE H. MARTIN, JR., B.A., M.A., Ph.D.	Associate Dean for Faculty and Student Development
LINDA L. MARTIN, R.N.	Director of Moore Student Health Center
RICHARD C. McCLINTOCK, B.A., M.A., Ph.D.	Director of Publications
LOUIS F. MILLER, B.S.	Athletic Director & Head Baseball Coach
ALICIA NOVEY, B.A., M.A.	Director of Corporation & Foundation Support
GEORGE M. PETERS, B.S.	Director of Capital Programs
LESLIE DAVIS PHAUP, JR.	Business Manager
CHARLES W. PRYOR, B.A.	Assistant Dean of Admissions
VIRGINIA G. REDD	Director of Research
ROBERT G. ROGERS, B.S., S.T.B., Ph.D.	Dean of Freshmen
KIMBERLY B. SUTTON	Bookstore Manager
G. KEITH TEMPLE, B.S.	Campus Security Director
WILLIAM E. THOMPSON, B.A., B.D., Th.M.	College Chaplain
JOHN H. WATERS III, B.A.	Director of Alumni Relations
SALLY WATERS, B.S.	Director of Student Aid
FLORENCE C. WATSON	Director of Student Records
ROBERT E. WELLS, B.S., M.A.	Director of Physical Facilities
WILLIAM K. WHIDDEN, B.S.Eng.	Construction Manager

ASSISTANTS AND SECRETARIES

ACADEMIC

ANNE S. BERRY	Circulation Clerk, Library
JANE HOLLAND	Secretary, Morton Hall
MURIEL HOLSHOE	Clerk in Acquisitions, Library
JEAN P. HUDSON	Secretary, Gilmer Hall
LINNIE N. KERNODLE	Secretary, Bagby Hall
CAMILLA A. MAHAN	Biology Technician
ELNA ANN MAYO, A.B., M.A.	Cataloguing Assistant, Library
DOROTHY PORTERFIELD	Chemistry Stockroom Supervisor
GERALDINE RANDALL, B.A., M.A.	Circulation Assistant, Library
IRVIN M. ROBERTSON	Physics Technician
FLORENCE P. SEAMSTER	Secretary, Library
SUSAN SCHIFFER	Cataloguing Assistant, Library

ADMINISTRATIVE

WANDA ADAMS	Secretary, Development
ELIZABETH AMOS	Textbook Clerk, Bookstore
MRS. P. TULANE ATKINSON ..	Hostess, Parents & Friends Lounge and Curator, Museum
HAZEL BALDWIN	Accounting Coordinator
TERRY BALDWIN,	Grounds Supervisor, Buildings & Grounds
ERLENE BOWMAN	Head Cashier, Bookstore
LUCY B. BRIGHTWELL	Office Manager, Admissions
MARY BUCHANAN	Secretary, Development
EUNICE CARWILE	Executive Secretary to the President
CYNTHIA CLARK	Secretary-Receptionist, Student Aid and Records
LINDA CLARK	Postal Clerk
LYNN CLEMENTS	Billing and Accounts Receivable Clerk
TAMMY CONANT	Clerk, Bookstore
NELLIE CRAWFORD	Infirmiry Nurse
RALPH CRAWLEY	Stockroom Clerk
ROBERTA CRAWLEY, R.N.	Infirmiry Nurse
MAUREEN H. CULLEY, B.S. ..	Executive Secretary to the Provost and Dean of the Faculty
MARGARET DARLING	Clerk, Bookstore
ERNA W. DAYE	Purchasing Agent
PEGGY EMERT	Cashier, Business Office
LYNN W. ESTES, B.A.	Assistant and Secretary, Counseling & Career Planning
BARBARA C. FORE	Secretary to the Dean of Students
RAMONA FRASIER	Secretary, Office of the Dean of Students
PAUL GILES	Maintenance Supervisor, Buildings & Grounds
MILLIE GRENOUILLOU	Assistant Post Office Manager
KAREN HARRIS	Computing Center Operations Manager
VIRGINIA W. JOHNSTON	Secretary to the Vice President for Business Affairs and Treasurer
RONALD JONES	Supervisor of Housekeeping
SHIRLEY B. JONES, B.A.	Coordinator of Special Programs, Development
LAURIE H. KENNON	Administrative Assistant, Development
KIMBERLY LISER, A.A.S.	Payroll Clerk and Systems Operator
NORMA F. LOCKE, A.A.S.	Secretary, Athletic Department
DEBBIE W. MAXEY	Data Word Processor, Admissions

DORIS McGEHEE	Secretary to the Assistant to the President
JEAN Y. McKAIN	Secretary-Receptionist, Admissions
ROBIN MOTTLEY	Secretary, Buildings & Grounds
SHIRLEY K. MOTTLEY, B.S.	Director of Gift Accounting
DENAE O'BRIEN	Secretary, Development
GERRY PETTUS	College Events Coordinator and Switchboard Operator, Development
BETTY SCHRADER	Secretary, Counseling & Career Planning
KATHRYN ST. JOHN	Clerk, Admissions
QUETA S. WATSON	Office Manager, Buildings & Grounds
MARIANNE F. WELLS, B.A.	Post Office Manager
GAYLE R. WILLIAMS	Administrative Assistant, Publications
SHERRY WOMACK	Computer Records Manager, Development
PAMELA WOODS	Graphics Assistant, Publications



Faculty

1989-90 (By Rank)

WALTER TAYLOR REVELEY, A.B., B.D.,
Ph.D., LL.D., D.Litt. (1963, 1978) *President
Emeritus*

WILLIAM COLLAR HOLBROOK, A.B., B.A.
(Oxon.), M.A., Ph.D. (1960, 1970) *Converse
Professor Emeritus of Romance Languages*

ELMO BERNARD FIRENZE, B.A., M.A.
(1946, 1974) *Professor Emeritus of German
and French*

CHARLES FERGUSON McRAE, B.A., B.D.,
Th.M., Th.D. (1942, 1975) *Professor Emeritus
of Bible*

GRAVES HAYDON THOMPSON, B.A., A.M.,
Ph.D., Litt.D. (1939, 1977) *Blair Professor
Emeritus of Latin*. B.A., Hampden-Sydney
College, 1927; A.M., Harvard University,
1928; Ph.D., Harvard University, 1931; Litt.D.,
Hampden-Sydney College, 1979.

JOSEPH WILLARD WHITTED, B.S., M.A.,
Ph.D. (1949, 1981) *Professor Emeritus of
Modern Languages*

JOSEPH BURNER CLOWER, B.A., B.D.,
Th.M., Th.D. (1954, 1977) *Professor Emeritus
of Bible*

PAUL LIVINGSTON GRIER, B.A., B.A.L.S.,
M.A.L.S. (1940, 1980) *Head Librarian
Emeritus*

FRANK JAMES SIMES, A.B., M.A., D.Ed.
(1967, 1987) *Professor Emeritus of
Psychology*

EDWARD ALEXANDER CRAWFORD,
JR., B.S., M.A. (1963, 1987) *Professor Emeri-
tus of Biology*

DUDLEY BYRD SELDEN, B.S., M.S. (1961,
1974) *Associate Professor Emeritus of
Mathematics*

GUSTAV FRANKE, B.S., M.A.T., M.A.
(1965, 1981) *Assistant Professor of Mathe-
matics and Computer Science, retired*

WEYLAND THOMAS JOYNER, B.S., M.A.,
Ph.D. (1957, 1963) *Professor of Physics*. B.S.,
Hampden-Sydney College, 1951; M.A., Duke
University, 1952; Ph.D., Duke University,
1955.

HASSELL ALGERNON SIMPSON, B.S.,
M.A., Ph.D. (1962, 1965) *Professor of Eng-
lish*. B.S., Clemson University, 1952; M.A.,
Florida State University, 1957; Ph.D., Florida
State University, 1962.

DONALD RICHARD ORTNER, B.A., B.M.,
C.R.M., M.A., M.S., Ph.D. (1961, 1967) *Pro-
fessor of Psychology and Sociology and Col-
lege Psychologist*. B.A., Northwestern College,
1944; B.M., Illinois Wesleyan University,
1946; C.R.M., Wisconsin Lutheran Seminary,
1947; M.A., Eastern Michigan University,
1957; M.S., Virginia Commonwealth Univer-
sity, 1980; Ph.D., Michigan State University,
1964.

THOMAS TABB MAYO IV, B.S., M.S.,
Ph.D. (1962, 1967) *Professor of Mathematics*.
B.S., Virginia Military Institute, 1954; M.S.,
University of Virginia, 1957; Ph.D., Univer-
sity of Virginia, 1960.

*On leave 1989-90; F=fall semester only, S=spring semester only.

†Exchange faculty from Randolph-Macon Woman's College

NOTE: The first date in parentheses indicates the year in which the faculty member began faculty service at the College. The second date indicates the year of appointment to the present rank.

WILLIAM WENDELL PORTERFIELD, B.S., M.S., Ph.D. (1964, 1968) *Venable Professor of Chemistry*. B.S., University of North Carolina, 1957; M.S., California Institute of Technology, 1960; Ph.D., University of North Carolina, 1962.

TULLY HUBERT TURNEY, JR., A.B., Ph.D. (1965, 1973) *Professor of Biology*. A.B., Oberlin College, 1958; Ph.D., University of North Carolina, 1963.

OWEN LENNON NORMENT, JR., A.B., B.D., Th.M., Ph.D. (1966, 1980) *Professor of Religion*. A.B., University of North Carolina, 1955; B.D., Union Theological Seminary, 1958; Th.M., Union Theological Seminary, 1959; Ph.D., Duke University, 1968.

RONALD LYNTON HEINEMANN, B.A., M.A., Ph.D. (1968, 1981) *Professor of History*. B.A., Dartmouth College, 1961; M.A., University of Virginia, 1967; Ph.D., University of Virginia, 1968.

HERBERT JAMES SIPE, B.S., Ph.D. (1968, 1981) *Professor of Chemistry*. B.S., Juniata College, 1962; Ph.D., University of Wisconsin, 1969.

WILLIAM ALBERT SHEAR, A.B., M.A., Ph.D. (1974, 1981) *Professor of Biology*. A.B., College of Wooster, 1963; M.A., University of New Mexico, 1965; Ph.D., Harvard University, 1971.

ROBERT GRANT ROGERS, B.S., S.T.B., Ph.D. (1975, 1981)^S *Professor of Religion and Dean of Freshmen*. B.S., Ohio State University, 1960; S.T.B., Boston University School of Theology, 1963; Ph.D., Boston University, 1969.

LEON NEELY BEARD, JR., B.A., Ph.D. (1968, 1982) *Professor of Physics*. A.B., Vanderbilt University, 1957; Ph.D., Vanderbilt University, 1967.

AMOS LEE LAINE, B.A., M.A., Ph.D. (1968, 1982) *Trinkle Professor of History*. B.A., Randolph-Macon College, 1962; M.A., Duke University, 1965; Ph.D., Duke University, 1972.

JAMES YOUNG SIMMS, JR., A.B., M.A., Ph.D. (1968, 1982) *Professor of History*. A.B., University of Maryland, 1958; M.A., University of Maryland, 1965; Ph.D., University of Michigan, 1976.

RAY ALLEN GASKINS, B.S., Ph.D. (1970, 1982)^S *Professor of Mathematics and Computer Science*. B.S., Virginia Polytechnic Institute and State University, 1964; Ph.D., Virginia Polytechnic Institute and State University, 1971.

JORGE ANTONIO SILVEIRA, B.A., J.D., M.A., Ph.D. (1970, 1982) *Professor of Modern Languages*. B.A., Instituto Santiago, Santiago de Cuba, 1949; Doctor en Derecho, Universidad de La Habana, Havana, Cuba, 1955; M.A., University of North Carolina, 1969; Ph.D., University of North Carolina, 1974.

CHARLES WAYNE TUCKER, B.A., M.A., Ph.D. (1972, 1983) *Professor of Classics*. B.A., Randolph-Macon College, 1960; M.A., University of Virginia, 1966; Ph.D., University of Virginia, 1972.

STANLEY ROBERT GEMBORYS, A.B., Ph.D. (1967, 1984) *Professor of Biology*. A.B., Dartmouth College, 1964; Ph.D., Auburn University, 1967.

LAWRENCE HENRY MARTIN, JR., B.A., M.A., Ph.D. (1969, 1984) *Professor of English*. B.A., Tufts University, 1964; M.A., University of Massachusetts, 1966; Ph.D., University of Massachusetts, 1969.

ALAN FORD FARRELL, A.B., M.A., Ph.D. (1973, 1986)^S *Professor of Modern Languages*. A.B., Trinity College, 1966; M.A., Tufts University, 1967; M.A., Tufts University, 1972; Ph.D., Tufts University, 1972.

PAUL ANTHONY JAGASICH, B.A., B.S., M.A., Ph.D., D.M.L. (1973, 1986) *Professor of Modern Languages*. B.A., Apaczai Pedag. College, Budapest, Hungary, 1955; B.S., Eotvos Tud. Egyetem, Budapest, H., 1960; B.A., Eotvos Tud. Egyetem, Budapest, H., 1962; B.A., Eotvos Tud. Egyetem, Budapest, H., 1964; M.A., University of North Carolina, 1970; M.A., University of North Carolina, 1971;

Ph.D., University of North Carolina, 1973; M.A., Middlebury College, 1983; D.M.L., Middlebury College, 1987.

THOMAS EDWARD DEWOLFE, A.B., M.A. Ph.D. (1966, 1987) *Professor of Psychology*. A.B., Harvard University, 1954; M.A., Vanderbilt University, 1960; Ph.D., University of Houston, 1969.

EDWARD MARION KIESS, B.S., M.S., Ph.D. (1968, 1987) *Professor of Physics*. B.S., Massachusetts Institute of Technology, 1955; M.S., Pennsylvania State University, 1962; Ph.D., Pennsylvania State University, 1965.

STEPHEN CADY COY, B.A., M.F.A., D.F.A. (1981, 1987)* *Professor of Fine Arts*. B.A., Amherst College, 1953; M.F.A., Yale School of Drama, 1963; D.F.A., Yale School of Drama, 1969.

GEORGE FRANKLIN BAGBY, JR., B.A., M.A., Ph.D. (1972, 1988) *Professor of English*. B.A., Haverford College, 1965; M.A., Yale University, 1968; Ph.D., Yale University, 1975.

JAMES ALEXANDER ARIETI, B.A., M.A., Ph.D. (1978, 1988) *Professor of Classics*. B.A., Grinnell College, 1969; M.A., Stanford University, 1972; Ph.D., Stanford University, 1972.

GERALD MORICE BRYCE, B.S., Ph.D. (1978, 1988) *Professor of Mathematics and Computer Science*. B.S. Denison University, 1967; Ph.D., University of Virginia, 1975.

JOHN SCOTT COLLEY, B.A., M.A., Ph.D. (1988) *Dean of the Faculty and Professor of English*. B.A., Randolph-Macon College, 1964; M.A., University of Chicago, 1965; Ph.D., University of Chicago, 1969.

JAMES RICHARD LEUTZE, B.A., M.A., Ph.D. (1987, 1989) *President and Professor of History*. B.A., University of Maryland, 1957; M.A., University of Miami, 1959; Ph.D., Duke University, 1968.

SAMUEL VAUGHAN WILSON, LL.D. (1984) *Adjunct Professor of Political Science*.

LL.D., Hampden-Sydney College, 1979.

CHRISTINE HASENMUELLER COLLEY, B.A., M.A., Ph.D. (1988) *Adjunct Professor of Fine Arts*. B.A., College of Wooster, 1962; M.A., University of North Carolina, 1966; Ph.D., University of North Carolina, 1970.

WILLIAM ROBERT HENDLEY, B.A., Ph.D. (1970)^S *Associate Professor of Economics*. B.A., Yale University, 1956; Ph.D., Duke University, 1966.

JOHN LUSTER BRINKLEY, B.A., B.A. (Oxon.), M.A., M.A. (Oxon.) (1967, 1974) *Associate Professor of Classical Studies and Clerk of the Faculty*. B.A., Hampden-Sydney College, 1959; B.A., University of Oxford, 1962; M.A., Princeton University, 1965; M.A., University of Oxford, 1966.

VINCENT ALBERT IVERSON, B.A., S.T.B., M.A., Ph.D. (1967, 1974)^F *Associate Professor of Philosophy*. B.A., University of Minnesota, 1959; S.T.B., Harvard Divinity School, 1962; M.A., Yale University, 1964; Ph.D., Yale University, 1968.

KEITH WILLIAM FITCH, B.S., M.A., Ph.D. (1972, 1978)^F *Associate Professor of History*. B.S., Purdue University, 1960; M.A., Purdue University, 1968; Ph.D., Purdue University, 1972.

MARY MONTGOMERY SAUNDERS, B.A., M.A., Ph.D. (1976, 1981) *Associate Professor of English*. B.A., Duke University, 1966; M.A., University of Illinois, 1967; Ph.D., University of Illinois, 1974.

JAMES C. KIDD, B.A., M.Mus., Ph.D. (1981) *Associate Professor of Fine Arts*. B.A., Williams College, 1963; M.Mus., Northwestern University, 1965; Ph.D., University of Chicago, 1973.

DAVID E. MARION, B.A., M.A., Ph.D. (1977, 1983) *Associate Professor of Political Science*. B.A., Saint Anselm's College, 1970; M.A., University of New Hampshire, 1972; Ph.D., Northern Illinois University, 1977.

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NANCY HELEN ROSE, B.A., M.A. (1989) *Visiting Assistant Professor of Modern Languages*. B.A., University of California at Los Angeles, 1960; M.A., California State University at Northridge, 1978.

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THOMAS J. O'GRADY, B.A., M.A. (1974) *Poet-in-Residence and Lecturer in English*. B.A., University of Baltimore, 1966; M.A., Johns Hopkins University, 1967.

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LIBRARY

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SANDRA W. HEINEMANN, B.A., M.A.L.S.
Catalogue Librarian

CATHERINE B. POLLARI, B.S., M.Ed.,
M.L.S. Reference Librarian

JANE B. MORRISON, B.S.Ed., M.L.S.
Assistant Catalogue Librarian

ATHLETICS

LOUIS F. MILLER, B.S.
Director of Athletics and Head Baseball Coach

ANDREW L. CATLETT, B.A., M.S.
Assistant Basketball Coach and Head Cross
Country Coach

JOSEPH E. BUSH, B.S.
Head Football Coach and Assistant Director
of Athletics

PHILIP D. CULICERTO, B.A.
Assistant Football Coach and Head Tennis
Coach

TONY L. SHAVER, B.A., M.A.T.
Head Basketball Coach and Director of
Intramurals

WILLIAM S. TORNABENE, B.A.
Assistant Football Coach and Head Golf
Coach

RAY ROSTAN, B.S., M.S.
Head Lacrosse Coach and Assistant Soccer
Coach

STEVEN L. ALLEN, B.S.
Sports Information Director

FRANK H. FULTON, JR., B.A.
Assistant Football and Baseball Coach

DAVID B. LEGG, B.A.
Assistant Football Coach

SHAWN E. McDONALD, B.S., M.S.
Head Soccer Coach and Assistant Lacrosse
Coach

MAKOTO TSUCHIYA, B.S., M.S.
Head Athletic Trainer

COMMITTEES OF THE FACULTY

The Committees of the Faculty meet regularly throughout the academic year. Through their members suggestions about College business or policy may be made. The major committees, Academic Affairs, Faculty Affairs, and Student Affairs, Budget-Audit, Grievance and their subcommittees are listed below with their areas of responsibility and the names and terms (the number in parentheses indicates the last year in office) of their members.

ACADEMIC AFFAIRS COMMITTEE

Responsible for general educational policy, new academic programs and departments, curriculum and course approval, non-classroom educational resources (e.g., audiovisual materials, computer programs, library), remedial and study skills programs, academic calendar, nominations of committee members where needed, and emergency action on behalf of the Faculty. Also serves as the Executive Committee of the Faculty between Faculty meetings. May establish sub-committees and *ad hoc* committees, for purposes definite, to report to it.

Memberships:

3 faculty members, 1 elected from each division, by each division, for 3-year staggered terms: Gibson (90), Arieti (91), Shear (92)

1 faculty member elected at large annually: Marion

1 faculty member appointed by the President annually after the election of the above: Nelson

1 student elected annually in the Spring by faculty members of the Committee (save for Executive Committee business): W. R. Jones

Dean of the Faculty, *ex officio*: Colley

Chairman, elected from within the Committee: TBA

Honors Council

A subcommittee of the Academic Affairs Committee, responsible for recruitment of honors scholars; coordination of departmental honors for juniors and seniors; administration of a program of book seminars, lectures, and cultural events; administration of Introductory Honors Program; administration of the Merit Scholarship program.

Memberships:

3 faculty members appointed by the Dean for 3-year staggered terms: Pelland (90), Townsend (91), Deis (92)

Dean of the Faculty, *ex officio*: Colley

Chairman, appointed by the Dean: Pelland

Admissions and Financial Aid Committee

A subcommittee of the Academic Affairs Committee, responsible for supervision and implementation of the admissions and financial aid policy established by the Faculty.

Memberships:

Dean of Admissions (Chairman *ex officio*): Jones

Dean of Students: Drew

3 faculty members elected one each year, for 3-year staggered terms, by the Faculty: Pontuso (90),

Frye (91), Fitch (92)

1 faculty member appointed annually by the President, after the above election: Lund

(The Chairman shall invite such other members of the Administration as shall be appropriate to sit in on meetings when needed.)

Premedical-Predental Advisory Committee

A subcommittee of the Academic Affairs Committee, responsible for advice and counsel for premedical and predental students; liaison with schools of dentistry, medicine, and osteopathic medicine; preparation of recommendations for applicants to such schools.

Memberships:

4 faculty members, at least two of whom should represent the natural sciences, appointed by the President for 4-year staggered terms: Turney (90), Schiffer (91), Joyner (92), Mueller (93)

FOREIGN STUDY COMMITTEE

A subcommittee of the Academic Affairs Committee, responsible for generating and evaluating programs entailing foreign study, promotion of participation in such study, and screening applicants for foreign study.

Memberships:

4 faculty members appointed for 4-year staggered terms, one appointed each year by the President: M. Wilson (90), Farrell (91), Kline (92), Angresano (93)
Chairman: TBA

FACULTY AFFAIRS COMMITTEE

Responsible for advice on faculty hiring, promotion, and tenure, and for development and implementation of procedures for faculty evaluation.

Memberships:

3 faculty members (all tenured faculty), 1 elected from each division, by each division, for 3-year staggered terms: Tucker (90), Sipe (91), Simms (92)

3 faculty members, one from each division, elected by the faculty as a whole for 3-year staggered terms: Gemborys (90), Townsend (91), Norment (92)

Dean of the Faculty, *without vote*: Colley

Chairman, elected from within the Committee: TBA

Committee on Professional Development

A subcommittee of the Faculty Affairs Committee, responsible for oversight of faculty research and development, including review of funded summer research and sabbaticals, development of general policy on support of faculty research, and planning and implementation of faculty development programs.

Memberships:

3 faculty members, one from each division, elected by the faculty as a whole for 3-year staggered terms: Saunders (90), Angresano (91), Porterfield (92)

1 faculty member elected at large annually: Mayo

Dean of the Faculty, *ex officio*: Colley

Chairman, elected from within the Committee: TBA

STUDENT AFFAIRS COMMITTEE

Responsible for review, explication, and recommendation of policies and regulations pertaining to student life, including athletics and recreation, community service, disciplinary procedures, religious life, housing, food services, counseling and career services, vehicular traffic, and other non-academic aspects of campus life.

Membership:

3 faculty members, one elected at large each year for a 3-year term: Anderson (90), Hingeley (91), Dunn (92)

President of the Student Government: S. Lake
2 students appointed by the President of the College annually in the spring: B. Canterbury, B. Harrison

Dean of Students *ex officio*: Drew

Chairman, elected from within the Committee: TBA

Lectures and Programs Committee

A subcommittee of Student Affairs Committee, responsible for planning, coordinating, and implementing co-curricular intellectual, cultural, and aesthetic activities.

Membership:

3 faculty members, serving 3-year staggered terms—1 appointed by the President, 2 elected by the Faculty: Bryce (90), Lewis (91), Prazniak (92)

4 students chosen annually in the Spring by the President of Student Government: W. Cosenza, S. Lake, R. Moorman, S. Sturt

Dean of Students, *ex officio*: Drew

Chairman, appointed by the President: Lewis

Athletic Committee

A subcommittee of the Student Affairs Committee, responsible for implementation of athletic policies established by the Faculty, oversight and review of var-

sity and intramural athletic programs; liaison between the Athletic Director and the Faculty.

Membership:

Athletic Director *ex officio*: Miller

Dean of Students *ex officio*: Drew

4 faculty members, one elected at large each year for a 4-year term: Schiffer (90), Herdegen (91), Hol-
leran (92), S. Heinemann (93)

1 student elected annually in the Spring by Faculty members of the Committee: D. Clark

BUDGET-AUDIT COMMITTEE

Responsible for annual review and evaluation of priorities reflected in the budget, and the general fiscal condition of the College—the findings to be reported to the Faculty, students, and trustees.

Membership:

4 faculty members, serving 4-year staggered terms, one from each division: Simpson (90), Tucker (92), Porterfield, (93); and one from the faculty at large: Gaskins (91)

Chairman, elected from within the Committee: TBA

GRIEVANCE COMMITTEE

Responsible for hearing grievances including appeals of tenure, promotion and hiring decisions.

Membership (elected from tenured faculty):

5 faculty members elected at large for 3-year staggered terms. Administrative officers are not eligible to serve. Carney (90), Townsend (90), Pelland (91), Heinemann (92), M. Wilson (92)

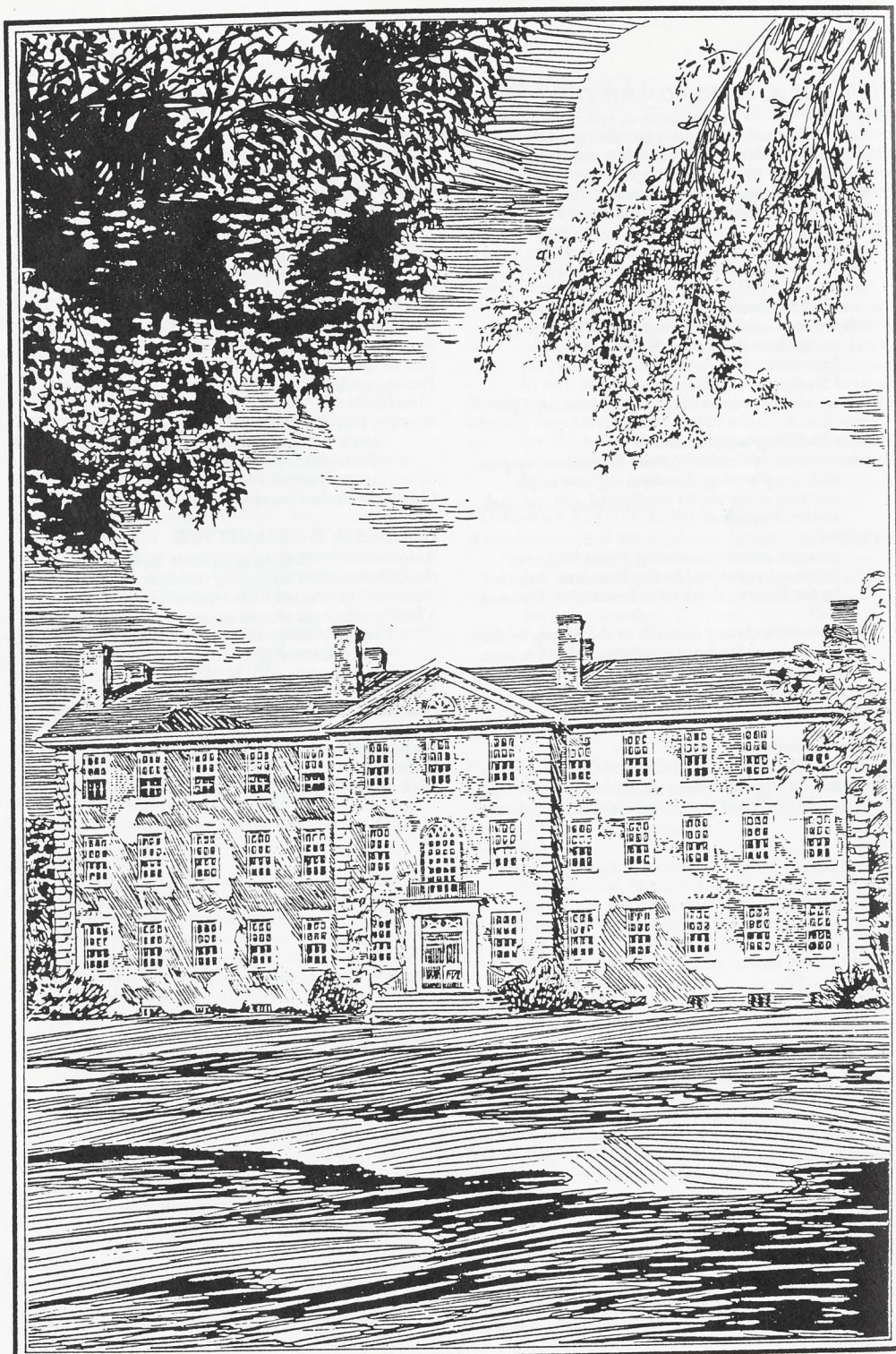
2 alternates: Beard (90), Martin (90)

Chairman, elected from within the committee: TBA

Faculty Representative to the Board of Trustees:

Marion

Clerk of the Faculty: Brinkley





Academic Program

In keeping with the classical ideal of education, Hampden-Sydney seeks "to form good men and good citizens." The College is committed to the development of humane and lettered men and to the belief that a liberal education provides the best foundation not only for a professional career, but for the great intellectual and moral challenges of life. In an age of specialization, Hampden-Sydney responds to the call for well-rounded men who are educated in world cultures and can bring to bear on modern life the wisdom of the past. The College seeks to awaken intellectual potential in a search for truth that extends beyond the undergraduate experience. The College encourages each student to develop clarity and objectivity in thought, a sensitive moral conscience, and a dedication to responsible citizenship.

The liberal education offered at Hampden-Sydney prepares the student for the fulfillment of freedom. It introduces the student to general principles and areas of knowledge which develop minds and characters capable of making enlightened choices between truth and error, between right and wrong. The mere facts about a subject do not speak for themselves. They must be interpreted against a background of ideas derived from an understanding of the nature of logic, language, ethics, and politics. The individual who is educated in these areas and in the basic disciplines is able to confront any event with true freedom to act, outside the constraints of prejudice and impulse. Thus Hampden-Sydney's curriculum is directed toward the cultivation of a literate, articulate, and critical mind through the study of the sciences, the humanities, and the social sciences. It provides both breadth and depth in learning and encourages independent programs of study. Believing that education should be a liberating experience emancipating men from ignorance, Hampden-Sydney strives to make men truly free.

CAREER PREPARATION

Because liberal education stresses breadth of learning rather than narrow specialization, Hampden-Sydney students are prepared for a variety of career choices. Those students who wish to enter graduate school or one of the professions requiring training beyond the undergraduate level will find appropriate educational opportunities, academic programs, and guidance at Hampden-Sydney.

GRADUATE STUDY

Students who plan to pursue graduate work should maintain close liaison with members of the faculty in the area in which they plan to continue their education. In order to gain admission to graduate school, an applicant is expected to have done undergraduate work of a high caliber. A reading knowledge of at least one modern foreign language is usually required for the Ph.D. degree, and the applicant must score well on the Graduate Record Examination. For more specific requirements, students should consult the catalogues of graduate schools to which they are interested in applying.

BUSINESS AND GOVERNMENT

Liberal education at Hampden-Sydney establishes a strong and broad educational foundation appropriate to later work in business or governmental administration. Hampden-Sydney graduates have entered these fields from every major program of the College. Whatever a student's major may be, he learns the skills essential to working in any business and develops an understanding of his society and the people with whom he deals.

Many Hampden-Sydney students prepare for business careers by electing a major in Economics, especially in the Managerial Economics program. Many others enter business from majors other than Economics. Some, from Economics and other disciplines, con-

tinue their education in Master of Business Administration (M.B.A.) graduate programs. A student planning to enter business or government, or to attend graduate school in business administration, is urged to take advantage of the variety of liberal arts courses here, all of which contribute to a balanced view of his society, economy, and culture.

To assist students in planning for careers in business or in consideration of further study in an M.B.A. program, the College has a Pre-Business Advisory Committee composed of faculty members from Economics and other disciplines and staff members from the Center for Counseling and Career Planning. Interested students should contact the Director of Counseling and Career Planning or the chairman of the Department of Economics.

THE CHRISTIAN MINISTRY

Theological seminaries do not specify particular courses as prerequisites for admission but instead urge those who contemplate the Christian ministry to take a broadly-based selection of courses in the humanities and in the social and natural sciences. While not requiring Hebrew and Greek for admission, seminaries recommend that a prospective minister acquire in his undergraduate training a working knowledge of these languages. Hampden-Sydney provides an excellent education to those who wish to become Christian ministers.

ENGINEERING

Hampden-Sydney's program in the natural sciences, mathematics, and computer science provides excellent preparation for careers in engineering. The College has fostered successful dual degree programs with both the Virginia Polytechnic Institute and State University and the Georgia Institute of Technology. The College offers a solid core of subjects that provide a foundation for many engineering specialties. Hampden-Sydney's small classes, and her opportunities for close student-faculty contact, strengthen that foundation.

Students interested in pursuing a career in engineering should see Dr. Beard or Dr. Porterfield early in their freshman year.

LAW

Students planning a career in law need not

follow a prescribed undergraduate program or take a specific major in preparation for law school or professional practice. Students are encouraged to follow a broad, liberal course of study. In fact, the Association of American Law Schools recommends liberal education because "many of the goals of legal education are also the goals of liberal education."

A program of study in which students develop the habits of thoroughness, intellectual curiosity, logical thinking, analysis of social institutions, and clarity of expression is strongly recommended. These skills are employed throughout the liberal arts curriculum in the study of ethics, history, literature, politics, mathematics, the sciences, and languages.

At Hampden-Sydney, the Pre-Law Society guides and assists students in preparing for law school and the legal profession. The Society disseminates information about admission to law schools and about preparation for the Law School Admission Test (LSAT); it also brings to the College guest speakers to discuss legal issues, sponsors visiting lecturers, and arranges trips to visit courts in session.

MEDICINE AND DENTISTRY

According to recent editions of *Medical School Admissions Requirements* (MSAR), published by the Association of American Medical Colleges, all medical schools "recognize the importance of a broad education—a strong foundation in the natural sciences (biology, chemistry, mathematics and physics), highly developed communication skills, and a solid background in the social sciences and humanities." In effect, they strongly support a liberal arts education.

Although a majority of medical and dental applicants major in science, the premedical or pre dental student should clearly understand that choice of major *of itself* has no influence on chances for acceptance. "The medical profession seeks individuals from diverse educational backgrounds who will bring to the profession a variety of talents and interests," according to MSAR. Students with strong interests in two fields sometimes elect a double major.

Virtually all U.S. medical and dental schools require the completion of two semesters of each of the following basic science courses

(with laboratory): General Biology, General Chemistry, Organic Chemistry, and General Physics. A candidate's performance in these courses generally carries more weight in the admissions process than other courses, particularly for the nonscience major who has less additional science work for consideration. Certain medical and dental schools list additional required or recommended courses in such fields as mathematics and Rhetoric or English. No later than his junior year, each student should consult MSAR for the particular requirements of each institution to which he may apply.

Whatever his major and choice of electives, it is important that the student choose each semester a challenging curriculum that assists in his rapid development and builds a strong record for admission.

As an important element in admissions, every U.S. medical school requires applicants to take the Medical College Admissions Test (MCAT) and every dental school the Dental Admissions Test (DAT). The MCAT, given twice a year at Hampden-Sydney, and the DAT, given twice a year in Richmond, are normally first taken in the spring of the junior year.

A faculty committee advises students concerning preparation for medical and dental school and assists them in the application process. On request, it prepares committee recommendations for transmittal to all institutions to which the student has applied. Students planning a career in medicine or dentistry should contact the chairman of the faculty committee about their plans no later than the spring semester of their freshman year.

SECONDARY SCHOOL TEACHING

Liberal education provides an excellent preparation for the individual who wishes not merely to qualify for, but to excel in, teaching at the secondary level. A strong major in the field to be taught, with supporting courses in related areas, is the most important preparation.

Courses needed to satisfy the certification requirements of the State may be taken at Hampden-Sydney, at Longwood College (through the cooperative program), or at an EXCHANGE institution. Students who think they may want to earn full certification should

consult with the Director of Student Records before the beginning of their junior year.

HAMPDEN-SYDNEY TEACHING FELLOWSHIPS

Rising juniors and seniors interested in secondary school teaching may apply for a Hampden-Sydney Teaching Fellowship. These Fellowships have been made possible by a generous gift from the Brown Foundation of Houston, Texas. They provide financial assistance to qualified applicants. Students interested in applying should see Dr. Bryce.

EDUCATIONAL FACILITIES

COMPUTING FACILITIES

The John Brooks Fuqua Computing Center at Hampden-Sydney College houses one of the finest academic computing systems that an undergraduate is likely to find anywhere. Located on the first floor of Bagby Hall, the recently renovated facility is built around a Concurrent 3242 CPU with 5 million bytes of main memory and a secondary on-line memory capacity in excess of a gigabyte (one billion characters). True 32-bit architecture, an 8 KB cache memory, double precision floating-point hardware, and microprogrammable firmware are some of the many advanced features of the 3242.

There are 36 terminals and 8 printers directly attached to the computer. Sixteen terminals and 4 printers are located in the Computing Center Lab where they are available to both individual students and entire classes. Utilizing a network consisting of more than 6 miles of underground cable, another 20 terminals and 4 printers are distributed campus-wide, connecting every academic and administrative building to the computer. From any of these 36 terminals students can run programs in FORTRAN, C, BASIC, PASCAL, COBOL, SNOBOL, and Assembler and can access an extensive library of special programs such as MINITAB (statistics), TEXT (word-processing), SPSS, and IMSL (International Mathematics and Statistics Library). In addition, two 2400 and two 1200 BPS dial-up lines make it possible for users to access the computer from any location where there is a telephone. Thus, using a microcomputer and modem, it is possible for a student to access the College computer from the privacy of his room.

The OS/32 operating system on the 3242 is a multi-tasking, multiprogramming operating system which supports a simultaneous mix of interactive and batch jobs. This means that a student can submit one or more long jobs to run in batch mode and, while those jobs are running, he can be editing a program in interactive mode in preparation for still another run. And with OS/32 the only limitation on the size of a program is the amount of main memory available. At Hampden-Sydney this is a full five million bytes.

Because of the ease of access, computer use at the College has grown at the rate of 15% per year since the Concurrent 3242 was installed. In order to guarantee ease of access, the College has purchased a large number of Apple Macintosh microcomputers. In addition to 18 Macintoshes in a microcomputer lab which doubles as a classroom, there are 12 Macintoshes in the Library, 6 in the Computing Center, 5 in the Writing Lab and 12 in the residence halls. Over half of the members of the faculty own Macintoshes, which they use in teaching and research. A Macintosh software library of several hundred programs is maintained by the College and 4 laser printers are available for both student and faculty use.

The College also has equipped its scientific and experimental labs with computers. These mini/micro computers are used by students for a wide variety of purposes, including monitoring laboratory experiments, data collection and plotting, and interactive graphics.

EGGLESTON LIBRARY AND FUQUA INTERNATIONAL COMMUNICATIONS CENTER

The Eggleston Library serves as one of the most valuable academic resources at the College. The Library's collection has been specially selected to support Hampden-Sydney's liberal arts curriculum. It contains over 165,000 volumes, 814 periodical titles, microfilm and government documents arranged in open stack for ease of use. The collection has been dramatically enhanced by a \$1.6 million challenge grant from the National Endowment for the Humanities.

Open 110 hours per week, the Library provides a pleasant environment for study with seating for almost half of the student body. A reference staff provides assistance on a variety of subjects weekdays and most evenings, and they conduct classes on library research methods. The Library provides interlibrary loan service through the nation-wide OCLC bibliographic database and offers searching of other on-line information sources to students and faculty. Several CD-ROM databases are available in the reference area as well.

Also located in the Eggleston Library is the Fuqua International Communications Center. A state-of-the-art facility completed during

the summer of 1986, the Center houses the newest electronic equipment to support learning. It maintains a collection of over 4,000 videodiscs, videotapes, compact discs, sound recordings, and computer software programs. Sixteen carrels and six viewing and listening rooms hold a variety of hardware for individual and group use. Two antennas for reception of satellite television broadcasts from around the western hemisphere add an international dimension to the Center.

LANGUAGE LABORATORY

A foreign language laboratory is located in the Fuqua International Communications Center, for the instruction of students in audio-lingual skills. Regular work in the development of these skills is recommended to all first- and second-year students in modern languages.

GILMER SCIENCE CENTER

Gilmer Science Center, completed in 1968, has 62,500 square feet of teaching space, including a separate greenhouse. It is unusually well equipped for undergraduate training in biology, chemistry, and physics. Special areas have been designed for faculty research, independent student research, and cooperative faculty-student projects.

SPECIAL PROGRAMS

SPRING SHORT TERM

Hampden-Sydney conducts a one-month "short term" starting a week after Commencement. One of its purposes is to provide students with an opportunity to take courses which are experimental in content or presentation, particularly those which require extensive time off campus. These special summer courses carry regular academic credit, and are approved by the Dean or the Academic Affairs Committee. In addition, certain courses offered during the regular semesters are also offered during the Short Term so that students can accelerate progress toward graduation, meet requirements ahead of schedule, or repeat courses.

Students who are in good standing at Hampden-Sydney or other colleges are eligible for admission to the Short Term; those on academic suspension from Hampden-Sydney or another institution are not eligible. Admission to the Short Term in no way implies assured admission toward a degree at Hampden-Sydney College.

Credits earned during the Short Term are applicable to degree programs and are transferable to other institutions. For Hampden-Sydney students, grades and quality units will be calculated in the cumulative average after completion of a subsequent full semester. Acceptance of Short Term credits by other institutions depends on the consent of those institutions.

The maximum course load that a student may carry during the Short Term is six semester hours. Fees are charged by the course-hour. The application deadline is usually May 1.

Students may live in Hampden-Sydney dormitories, and all college facilities are available for their use.

WASHINGTON SEMESTER AND WORLD CAPITALS PROGRAMS

Hampden-Sydney College is one of approximately 100 colleges and universities participating in the Washington Semester Program and the World Capitals Programs of the American University in Washington, D.C.

The Washington Semester Program is designed to afford well-qualified students an

opportunity to study American government in action, not only through courses in the School of Government and Public Affairs, but also through the Seminar, which brings students into direct discussion with major public officials, political figures, lobbyists, and others active in national government. In addition to the regular Washington Semester, the arrangement with the American University includes the Washington Urban Semester, The Foreign Policy Semester, the Justice Semester, the Economic Policy Semester, the American Studies Semester, and the Washington Science and Technology Semester. The Seminar of the Foreign Policy Semester brings the student into contact with government officials, policy planners, key legislators, foreign embassy personnel, and national defense officials, while course work is taken in the School of International Service. The Urban Semester involves work in urban management, civic problems, and contact with officials in the urban planning of Washington and surrounding communities. The Justice Semester includes work with justice officials on all levels of government to provide a realistic picture of executive department implementation of crime-related legislation, federal investigative agencies, and the role of the federal court system in the administration of law. The Washington Economic Policy Semester is an intensive examination of the policy-making process in Washington, particularly as it relates to economic policy. The Washington Science and Technology Semester includes seminars, field study, and research to give insight into the present state of science and technology in specific national problem areas, such as the energy crisis. The Washington Journalism Semester provides intensive scrutiny of the gathering and presentation of the news.

The Program enables a student to earn sixteen semester hours of credit. This credit is earned through participation in three facets of the Program.

The Seminar (8 credit hours) consists of a program of reading and dialogue between the students and faculty and those in the Washington community who participate. Seminar sessions are held every week at either American University or the offices and committee rooms of the invited participants.

The Internship (4 credit hours) provides each student with an opportunity to gain first-hand experience as a member of the staff of an organization directly involved in the area of study. Internships are available in both the public and the private sectors.

The Research Project (4 credit hours) gives students latitude in investigating subjects and issues within their area. Guidance is provided by the director of the program.

Only a few Hampden-Sydney students are accepted each semester. Student applicants must be seniors, juniors, or second semester sophomores at the time of their participation in the Program. *Applicants must possess a cumulative grade average no lower than the line between B and C (2.5 on a 4 point scale) to be considered for admission.* Nominations are made in early October and April for succeeding semesters. Applicants need not be majoring in political science but must have had the equivalent of American Government or a beginning course in political science. Application instructions are announced twice a year.

Successful nominees pay tuition and fees to Hampden-Sydney. They are considered by both institutions to be registered at Hampden-Sydney, and the semester's work at American University becomes part of the Hampden-Sydney transcript for degree credit.

Although the fees are paid to Hampden-Sydney, the costs are those charged by American University. An estimated breakdown of costs for the Washington Semester is listed below (1989-90 estimate):

1. Tuition*	\$5,642.00
2. Room Rental Fee (per student)	
Single Room with bath	2,351.00
Single Room	2,012.00
Double Room	1,631.00
Triple Room	1,189.00
3. Sports/Pool Center Fee	50.00
4. Student Activity Fee	50.00
5. Residence Hall Association Fee	6.00
6. Meal Plans	
10 Meals (any 10 Meals)	866.00
14 Meals a week	937.00

*Flat fee tuition required for 12-17 credits.

A ten-meal plan allows a student to choose any ten meals offered from Monday through Friday of each week. The cost for this option is approximately \$866.00 for the semester. It

is also possible for students to purchase individual meals at a reasonable rate.

Other expenses to be considered are:

- transportation to and from Washington;
- transportation (bus and the Metro Subway to seminars and internships) \$10.00 - \$15.00 per week;
- transportation for trips during vacation periods;
- books (approximately \$100.00-\$120.00);
- social and cultural activities.

The World Capitals Programs offer semester academic programs in such cities as Beijing, Brussels, Buenos Aires, London, and Vienna.

Interested students should contact Dr. Marion for further information.

APPALACHIAN SEMESTER PROGRAM

The Appalachian Semester Program is conducted at Union College, Barbourville, Kentucky. It is a unique interdisciplinary academic program in which junior and senior students from colleges and universities throughout the United States devote their full time to studying the Appalachian region—its strengths, problems and challenges. The program includes nine hours of credit for upper-level courses and six hours for field work in a variety of disciplines. Field work may be either experiential learning of a regional nature in a local service agency or other institutional setting, or it may be directed study in the region at large. The program is designed to combine interdisciplinary classroom experiences and on-the-scene community experiences into a "living-learning" situation where total involvement of students and faculty may take place. Opportunities are provided to discuss with local and regional leaders assets and problems of the region, and field trips are coordinated with seminar discussions in order to involve participants on the spot with current regional issues. Applications should be made to Dr. Ortner.

DUAL DEGREE PROGRAM

Hampden-Sydney College and Georgia Institute of Technology have established a plan whereby an undergraduate student will attend Hampden-Sydney College for approximately three academic years and the Georgia Institute of Technology for approximately two aca-

ademic years. After completing the academic requirements of the two cooperating institutions, the student will be awarded a bachelor's degree from Hampden-Sydney College and one of the several designated bachelor's degrees awarded by the Georgia Institute of Technology.

Dual Degree candidates from Hampden-Sydney College are eligible to seek any of the following degrees from Georgia Institute of Technology:

Bachelor of Aerospace Engineering
 Bachelor of Ceramic Engineering
 Bachelor of Chemical Engineering
 Bachelor of Civil Engineering
 Bachelor of Electrical Engineering
 Bachelor of Engineering Economic Systems
 Bachelor of Engineering Science
 Bachelor of Industrial Engineering
 Bachelor of Mechanical Engineering
 Bachelor of Nuclear Engineering
 Bachelor of Science in Textile Chemistry
 Bachelor of Science in Textiles
 Bachelor of Textile Engineering

Interested students should consult the Hampden-Sydney Dual Degree program director, Dr. Beard, for information concerning specific course requirements.

APPLIED CHEMISTRY COOPERATIVE PROGRAM

Hampden-Sydney College and Virginia Polytechnic Institute and State University have established a cooperative program for students seeking careers in chemical engineering and/or applied chemistry, in which the student spends his first three years majoring in chemistry at Hampden-Sydney followed by his senior year in the Department of Chemical Engineering at VPI & SU. Upon satisfactory completion of the program, the student is awarded the B.S. in chemistry from Hampden-Sydney. A student completing the program is eligible to begin study for the M.S. in chemical engineering at VPI & SU, upon approval by that institution, in a program requiring two summers and one academic year.

Students interested in this cooperative engineering program should contact the program advisor, Dr. Porterfield.

EXCHANGE

Hampden-Sydney College participates with Hollins College, Randolph-Macon College, Randolph-Macon Woman's College, Sweet Briar College, Mary Baldwin College, and Washington and Lee University in a program known as EXCHANGE: A College Consortium. This program is designed primarily for juniors to study for a semester or academic year at one of the other schools.

Purposes of the program are to broaden the educational opportunities of students and to provide a different campus environment.

Eligibility of the student to participate is determined by the home institution. Students who are interested should apply to the Director of Student Records.

LONGWOOD COLLEGE COOPERATIVE PROGRAM

The variety of courses available to Hampden-Sydney students has been increased by a cooperative arrangement with Longwood College under which full-time students at either institution may enroll in certain courses at the other institution without added expense. A list of approved Longwood courses is maintained by the Director of Student Records. Application for a Longwood course is made through the Director of Student Records at Hampden-Sydney, preferably at the time of registration. Students are registered on a space-available basis.

ROTC

Hampden-Sydney men may enroll in the ROTC program conducted at Longwood College as part of the Longwood College Cooperative Program. Application for Military Science courses is made through the Director of Student Records at Hampden-Sydney, just as for any other course at Longwood. Such courses are recorded on the student's transcript. *However, Military Science courses do not count as hours toward graduation, nor are grades earned in them computed in the student's grade point average.*

Application for acceptance in the Advanced Course requires the nomination of the President of Hampden-Sydney College and acceptance into the Course by the Officer in Charge.

FOREIGN STUDY

Although Hampden-Sydney does not conduct its own academic year study-abroad programs, Hampden-Sydney students are eligible to participate and earn academic credits in approved foreign study programs sponsored by other colleges or educational organizations.

These programs offer a variety of opportunities for study abroad in Europe, Central and South America, and the Far East. Participating Hampden-Sydney students earn grades, credit hours, and quality units.

The programs approved usually require the student's participation in a group sponsored and supervised by an accredited American institution or a recognized administrative agency. The program must clearly form a legitimate part of the student's curriculum. Ordinarily, students must have earned at least 45 and not more than 90 semester hours at Hampden-Sydney to be eligible for foreign study credit.

Recommendation for credit must be obtained in advance of the work abroad. A student must:

1. Inform the chairman of the faculty Foreign Study Committee and receive approval of his plan of study.
2. Obtain a Foreign Study Permission form from the chairman of the Committee.
3. Obtain signatures on the Permission form from the following:
 - a. The chairmen of the equivalent Hampden-Sydney academic departments for each proposed course.
 - b. The student's Faculty Advisor.
 - c. The chairman of the student's major department.
4. Present the completed form to the Director of Student Records by November 1st/April 15th of the semester preceding his departure.

The Director of Student Records shall forward a copy of the completed permission form to the student's advisor and provide information to the Director of Student Aid and the Business Office. Hampden-Sydney students who are eligible for financial aid will be eligible to receive an equivalent amount for study abroad. Specific information is available in the Office of Student Aid and Records.

Any student who studies abroad is responsible for providing to the Director of Student

Records of Hampden-Sydney College transcripts of his work promptly on completion of his foreign study. All grades earned abroad in programs sanctioned by Hampden-Sydney will be counted.

Further information about foreign study opportunities and the regulations for specific programs can be obtained from the Director of International Programs.

AREA CONCENTRATION IN INTERNATIONAL STUDIES

Students with a particular interest in international studies may elect to follow, in addition to the regular academic major, a coherent pattern of internationally-oriented courses and related requirements leading to a special Certificate in International Studies. Requirements include (1) a minimum of ten courses from a broad list drawn from the humanities and the social and natural sciences, selected from a minimum of four departments, with no more than three of the ten from any single department; (2) a "capstone" course consisting of an independent study project and a one-credit-hour interdisciplinary seminar for all students involved in capstone projects, wherein participants will give frequent reports on their research; and (3) a summer, semester, or year of foreign study. Students should normally declare their intention to undertake this program by formal application at the end of the sophomore year. Interested students should consult the Director of International Programs or their academic advisor.

THE HONORS PROGRAM

The Honors Program is designed specifically for the man who has given evidence of a particularly high degree of intellectual curiosity, independence of thought, excitement about learning, and an appreciation of knowledge—for the sort of man who sparks the enthusiasm of his fellow students and elicits the best in his teachers. Participants in the program are encouraged to take an active role in the learning process, entering into dialogue with their professors and classmates. The size of Hampden-Sydney and its excellent faculty make it uniquely suited to provide a learning environment for this type of student.

The program provides the following components (each an independent entity that can

be elected by the students): (1) *Introductory Honors* for freshmen, consisting of one course per semester for two semesters. Four-fifths of the student's academic work is taken in the broader curriculum of the College during this period. (2) *Honors Independent Study* for juniors and seniors, comprising a series of courses, independent studies, or tutorials organized around a specific theme (generally cross-disciplinary) and culminating in an independent project. (3) *Honors Majors* are available in all departments for upperclassmen. These consist of special courses and appropriate directed reading or independent study. Each student participating is designated a Fellow of the College, sharing fully in the ongoing creativity of the Faculty and his fellow Honors students. Ordinarily, to be eligible for participation, a student must present an overall academic average of at least 3.0 with a 3.3 average in his departmental major courses. Students interested in applying should consult their department chairman.

Supervision of the Honors Program is the responsibility of the Honors Council, composed of an advising-teaching team of faculty and administrative officers of the College. Participation in Honors work is limited to demonstrably superior students who either apply for membership in the program or are nominated by guidance counselors or professors. Interested students should consult the Director of the Honors Council, Dr. Pelland. Entrance into any phase of the program is subject to the approval of the Honors Council.

SENIOR FELLOWSHIPS

In the spring of their junior year a group of men are selected to be Senior Fellows for the following year. These men must demonstrate the maturity, intellectual competence, and imaginative curiosity to warrant their pursuit of a program of independent study contributing to their own enrichment and that of the College. The Fellows are permitted the maximum amount of freedom consonant with the satisfactory development and completion of their personal project. That normally includes the waiving of conventional curriculum requirements. Each Senior Fellow will work closely with an advisor in executing his program of study. Usually the Fellow is required to submit a year-end report of his efforts. The

essence of the Senior Fellowship program is responsible individualism. Within a reasonable academic framework, the student is offered an unexcelled opportunity for personal intellectual fulfillment.

Selection of the Fellows is made by the President on the recommendation of the Honors Council. The Council will provide general supervision of all programs and may prescribe certain requirements for the Fellows. Also, the Council must certify at year's end that the program of study undertaken has been successfully completed.

Members of the junior class may become candidates for Senior Fellowships by individual application, or on nomination by any member of the faculty. Each candidate must file his application with the Director of the Honors Council during the first few weeks of the second semester. He shall include in his application the name of the faculty member who has consented to be his principal advisor and a detailed description of his project, what he proposes to do, why he wants to do it, and how to achieve his purposes. Senior Fellows pay full tuition.

THE RHETORIC PROGRAM

The Rhetoric Program was established by the faculty in 1978. The purpose of the program is to assure that all graduates of the College are able to write clearly, cogently, and grammatically. In order to be graduated from Hampden-Sydney College, a student must satisfy all aspects of the Rhetoric proficiency requirement. For students who need intensive training in basic writing and reading skills, the program is divided into a three-course sequence, Rhetoric 100, 101, and 102; for other students, the program consists of a two-course sequence, Rhetoric 101 and 102.

Rhetoric 100 emphasizes basic sentence grammar, the elements of composition, and vocabulary and reading skills. If a student performs exceptionally well in Rhetoric 100, he may be exempted from Rhetoric 101 with the consent of the directors of the Program.

Rhetoric 101 teaches the mechanics of effective writing—from basic sentence patterns through paragraph development to the preparation of an effective paper. Entering students who write particularly well may be exempted from Rhetoric 101.

Only students who have scored four or five on the advanced placement examination of the College Board (see p. 43) or transfer students who have earned six hours of credit in writing courses in another college and who pass the rhetoric proficiency examination upon entering Hampden-Sydney College will be exempted from Rhetoric 102. All other students must take Rhetoric 102.

Rhetoric 102 focuses on the study and composition of the essay, with special attention to stylistic clarity, vocabulary building, and research techniques.

Each student must write the proficiency examination in rhetoric at the end of his sophomore year. The examination is a three-hour timed essay; the completed essays are evaluated by readers drawn from the faculty at large.

If a student proves unable to pass the timed essay examination after three attempts, or if he earns his 89th hour before passing the essay examination, he will be enrolled during his next semester in a three-hour, non-credit course, Rhetoric 200: Proficiency Tutorial. In Rhetoric 200 a student will write three essays (8-10 pages each) under the tutelage of an instructor in the Rhetoric Program. A panel of readers drawn from the faculty at large will evaluate the finished essays. If the essays are judged proficient, the student will have satisfied the College's requirement of proficiency in writing. If the essays are judged inadequate, the student must enroll in the course again.

Any student unable to demonstrate proficiency in writing either by passing the timed essay examination or by successfully completing the requirements of Rhetoric 200 will not be graduated from the College.

This requirement applies equally to all students, whether transfer students or not. Transfer students who expect to receive six credit hours for composition courses taken elsewhere must take and pass the proficiency examination at the beginning of their first semester of residence.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

It is solely the responsibility of the candidate to make sure he meets all of the stated requirements for his degree.

Every student who completes the following requirements in ten or fewer semesters will receive a Bachelor of Arts or, for a student majoring in the natural sciences who requests it, a Bachelor of Science degree.

PROFICIENCY REQUIREMENTS

Required for graduation is proficiency in Rhetoric and in a foreign language at the 200 level: (*i.e.*, passing Rhetoric 101 and 102, unless exempted; passing the Rhetoric proficiency examination or Rhetoric 200; and passing two semester courses in a foreign language at the 200 level, or one 3-hour course at the 300 level).

DISTRIBUTION REQUIREMENTS

Distribution credits can satisfy requirements of a departmental major, and requirements for a major can satisfy distribution requirements. Foreign language literature courses can satisfy the Humanities distribution requirement in literature as well as the language requirement. Otherwise, courses taken to satisfy proficiency requirements may not be used to satisfy distribution requirements. A list of the distribution requirements follows.

- A. Natural Sciences and Mathematics (Four Courses)
 1. Natural Sciences: two courses, chosen from two departments, including at least one (with co-requisite laboratory) from among Biology 101, Chemistry 101, Physics 111, Physics 105.
 2. Mathematics: one course from among Mathematics 101, 102, 103, 104, 201, 202, 203, 207.
 3. One additional course outside the department of the major.
- B. Social Sciences (Three Courses)
 1. History and Political Science: one course from among History 101, 102, 111, 112; Political Science 101, 200.
(If used to satisfy the History and Culture requirement, History 101 or 102

may not be used to satisfy the Social Sciences requirement.)

2. Economics, Psychology, Sociology: one course from among Economics 101, Psychology 201, Sociology 201.
3. One additional course outside the department of the major.
- C. Humanities (Seven Courses)
 1. History and Culture: Humanities 101-102 or History 101-102 (two course sequence required).
(History 101 or 102 may not be used to satisfy the History and Culture requirement if one of them is used to satisfy the Social Sciences requirement.)
 2. Philosophical and Religious Thought: one course from among Philosophy 201, 202, 301, 302, 304; Religion 201, 202, 205.
 3. Literature: one course from among Classical Studies 203, 204; English literature courses; Classical and Modern Language literature courses at the 300 level and above.
 4. Fine Arts: one course from among Fine Arts 103, 105, 201, 202, 207, 302.
 5. Two additional courses outside the department of the major.

CREDIT HOURS REQUIREMENT

Required for graduation is the successful completion of enough course work to total 120 semester hours of credit. A semester hour of credit is authorized for a class which meets 50 minutes per week for the semester or for the laboratory which meets two and one-half hours per week for the semester.

MAJOR REQUIREMENT

Required for graduation is the successful completion of a major in one of Hampden-Sydney's academic departments. Requirements for completion of a major are listed in this *Catalogue* above each department's course descriptions.

The purpose of the major is to afford students the opportunity to study a particular subject in depth. This concentration is intended to complement the broad education provided by proficiency courses, distribution requirements, and electives.

Students must ordinarily notify the Director

of Records of their choice of major before the end of their fourth semester.

If a student's interests change, it is possible to change his major while he is an upper-classman.

MAJORS

A student may elect to major in any one of the following disciplines or groups of disciplines:

Biochemistry	Latin
Biology	Management Economics
Biophysics	Mathematics
Chemistry	Mathematics and Computer Science
Chemical Physics	Mathematics and Natural Science
Classical Studies	Philosophy
Economics	Physics
Economics with Mathematics	Political Science
English	Psychology
French	Religion
German	Religion and Philosophy
Greek	Spanish
Greek and Latin	
History	
Humanities	

The requirements for each of these majors may be found in the section on Course Offerings.

RESIDENCE REQUIREMENT

Required for graduation is a minimum residence of two academic years, including the last year preceding graduation. A minimum of sixty hours of credit (of the 120 hours required for graduation) must be earned in courses taught at Hampden-Sydney. Following termination of the last semester of residence a student may receive no more than eight semester hours of credit for work done elsewhere.

QUALITY REQUIREMENT

Required for graduation is a grade point average of 2.0 or better, on work taken at Hampden-Sydney or in cooperative programs. The grade point average is calculated by dividing the total quality units earned in Hampden-Sydney and cooperative programs by the total hours attempted therein. (See the explanation of quality points.)

FRESHMAN AND TRANSFER SEMINAR
Successful completion of the advising seminar is a requirement for graduation. Students satisfy this requirement by preparing for and participating in the seminar.

PART-TIME ENROLLMENT

With the permission of the Dean of the Faculty, students who are degree candidates may enroll on a part-time basis and take fewer than twelve hours of academic credit in a semester. Part-time students are not normally permitted to live in dormitories. A student who begins a semester as a full-time degree candidate enrolled in twelve or more hours of classes and who subsequently reduces his enrollment to fewer than twelve hours is not entitled to part-time status or fees, or to special-student status or fees.

Further information about part-time status, including fees, may be obtained from the Office of the Dean of the Faculty.

SPECIAL STUDENTS

With the permission of the Dean of the Faculty, students who are not candidates for degrees may enroll for academic credit. Except under unusual circumstances, special students may enroll for no more than seven hours of credit. Enrollment as a special student does not constitute or imply admission to the College as a candidate for a degree. Credits earned by special students may be applied to degree candidacy once the student has been admitted to the College through the normal admission procedure.

Further information about special student status may be obtained from the Office of the Dean of the Faculty.

FEES (1989-90)

Fees are \$185 per credit hour for the first seven hours, and increase substantially on a per-credit-hour basis for hours eight through eleven.

Fees (calculated at \$185/credit up to 7 hours, then in increments up to full 12-hour tuition):

Hours	Fee	Hours	Fee
1	\$185	7	\$1,295
2	\$370	8	\$1,995
3	\$555	9	\$2,735
4	\$740	10	\$3,485
5	\$925	11	\$4,235
6	\$1,110	12	\$5,015*

* (= 1/2 annual tuition)

REQUIREMENTS FOR A SECOND BACHELOR'S DEGREE

Anyone who has earned a bachelor's degree at Hampden-Sydney or elsewhere may seek to earn a second bachelor's degree at Hampden-Sydney. The candidate for the second degree must be cleared by the regular admissions process. Granting of the second degree requires the completion of two semesters of residence at Hampden-Sydney and of at least 30 hours of academic credit during that period. In addition, fulfillment of the present core requirements through courses taken in the original four-year program and/or courses taken in the fifth year, and similarly the fulfillment of the course requirements for an academic major distinct from the major of the original bachelor's degree, are required. The student's proposed fifth year program must also be approved for overall coherence and quality by the Dean of the Faculty and the chairman of the major department.

THE ADVISING SYSTEM

When a student enters Hampden-Sydney, he is assigned to an advisor. Students are required to consult the advisor before registering for classes each semester, and they are urged to seek consultation whenever an academic or personal problem warrants counsel.

Advisors are paired with incoming freshmen several months before their arrival at college. New students thus have available to them the advisor's assistance in matters such as electing freshman courses.

The advisor supervises the student's fulfillment of core and proficiency requirements, provides help in understanding academic policies and grades, recommends and approves course selections appropriate to the student's background and educational interests, and, in general, oversees his academic program.

All entering students are required to take an advising seminar run by their advisors. The purpose of the seminar is to introduce the student to life at a liberal arts college and to the free discussion of ideas. Entering students and their advisors meet weekly in the seminar, at other times as the student's academic or personal situation may demand, and occasionally for social events. In other semesters the advisor and student continue to meet, though not in a regularly scheduled seminar.

Passing the seminar is a requirement for all entering students. In the spring of the sophomore year, each student ordinarily must declare his major subject and is assigned to this major department for subsequent advising. Later in the spring semester each sophomore is asked to consult with his new advisor and plan a coherent program for the junior and senior years. The advisor may give guidance to the student in the choice of graduate study or vocational opportunities.

THE HONOR SYSTEM

The heart of all academic and social conduct at Hampden-Sydney is the Honor System, and the heart of the Honor System is individual responsibility. It presumes that every student is a gentleman who will conduct himself in a trustworthy and honest manner; it assumes further that every student is concerned with the strict observance of those principles for his own sake, for the sake of his fellow students, and for the sake of the College. Students, faculty members, and administrators place the highest value on integrity and honesty, and all support the Honor System.

The Honor System is administered by students elected to office by the student body. In the orientation of freshmen and transfer students, Honor Court members explain the Honor Code. Before formally matriculating at the College, a student must sign a statement acknowledging that he understands the Honor System and that an infraction is punishable by dishonorable dismissal or suspension. The Honor System pledge, which students write on their tests and other college work, is "On my honor I have neither given nor received any aid on this work, nor am I aware of any breach of the Honor Code that I shall not immediately report."

Infractions of the Honor Code are cheating, plagiarism, lying, stealing, forgery, intentionally passing a bad check, knowingly furnishing false information to the College, failing to report Honor Code violations, altering or using College or other documents or instruments of identification with intent to defraud, taking a book or other library materials out of the library without checking it, or them, out at the desk, and unauthorized access to or use of College computer files, including attempts to gain unauthorized use or access. Suspected violations are investigated by student officers; trials are conducted by the Student Court.

Students convicted of an infraction of the Honor Code that involves a course will receive the grade of F in that course.

The aim of the Honor System is to instill and emphasize the highest standards of character and conduct, and to maintain community trust. A student's obligation under the Honor System does not stop at the limits of the campus but applies in all places year-round.

Further details about the Honor System and the Code are published in *The Key*, a handbook supplied to all Hampden-Sydney students.

ACADEMIC REGULATIONS

Academic rules, regulations, practices and procedures are fundamental to the total educational program at Hampden-Sydney College. Each student who enrolls at Hampden-Sydney is expected to become familiar with the regulations and practices set forth in the following section.

GRADES AND QUALITY POINTS

Course work is evaluated in the following terms:

<i>Grades</i>	<i>Quality Points per semester hour</i>
A	Excellent 4
A-	3.7
B+	3.3
B	Good 3
B-	2.7
C+	2.3
C	Fair 2
C-	1.7
D+	1.3
D	Poor 1
F	Failure 0
W	Withdrew or Withdrawn
WF	Withdrew Failing or 0
	Withdrawn Failing
I	Incomplete 0

GOOD ACADEMIC STANDING

A student who at the end of any semester has an accumulated grade point average below 2.00 or who has fewer accumulated hours than listed below is not in good academic standing.

Semester	1	2	3	4	5	6	7
Hours	12	26	41	57	73	89	105

STANDARDS GOVERNING ACADEMIC PROBATION AND SUSPENSION

1. A student who falls below the following standards will be placed on academic probation:

Effective Semester in College	1	2	3	4	5	6 or more
Accumulated Grade-Point Average	1.2	1.5	1.7	1.85	1.95	2.00

2. A student who is subject to continuing probation at the end of any probationary semester will be suspended from enrollment, unless he shows, in the judgment of the Executive Committee of the Faculty, marked improvement in his academic performance or evidence of a good faith effort at improvement.

3. A student on academic probation who falls below the following standards will be suspended from enrollment:

Effective Semester in College	1	2	3	4	5	6	7	8	9 or more
Grade-Point Average	-	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9

4. A student who receives a grade of F in more than 50% of the hours he has attempted in any one semester will be suspended from enrollment.

5. A student who returns to Hampden-Sydney after an academic suspension or other absence and whose academic record justifies his being on probation at the time of his return will be placed on academic probation. A student who returns after an academic suspension will ordinarily be held accountable to the standards pertaining to probation and discretionary suspension (as described in regulations 1 and 2 above) applicable to the semester at the end of which he was suspended, thus dropping back one semester relative to the requirements specified in those standards. This status

will not be changed by transfer credit of up to ten hours earned between suspension and readmission. However, the standards pertaining to mandatory suspension (as described under regulation 3 above) will remain as stated.

6. The semester standing of a transfer student with respect to academic probation regulations will be determined by the sum of hours transferred from other institutions and hours attempted at Hampden-Sydney.

ACADEMIC COUNSELING

A student on academic probation is required to enter the Study Skills Program as a condition of continuing enrollment in the College.

READMISSION STATEMENT

If a student is dismissed from the College or if he withdraws voluntarily, he must make formal application for readmission. He should contact the Admissions Office for the proper forms and for information regarding readmission. The student's application will be considered by the Faculty Admissions Committee, which will review his academic record and citizenship at Hampden-Sydney (and in some cases his secondary school record) as well as his activities during the period of his separation from the College. Each decision is made on an individual basis, and it is up to the applicant for readmission to demonstrate convincingly that he should be readmitted. The Admissions Committee is in no way obligated to readmit any student, no matter what the circumstances of his withdrawal or the terms of his suspension.

GRADE REPORTING

At the end of every semester a grade report is sent to each student.

INCOMPLETES

Grades of Incomplete (I) must be removed by a date determined by the instructor, but no later than five class days after the beginning of the semester following the semester in which the incomplete is given. Incompletes that have not been removed by the end of this period will be converted to permanent grades of F.

AUDITING COURSES

A student who desires to audit a class may do so with the permission of the instructor. The student will receive no credit for an audited course but will earn a grade of "AU" if all requirements specified by the instructor for auditing are met. With the permission of the instructor, students may change an audit course to a credit course prior to the end of the drop period.

REPEATING COURSES

A student may repeat once any previously passed or failed course. The student, however, will receive credit for the course only once. The grade from the first time the course was taken will remain on the student's permanent record. Hours attempted and quality points earned will be counted for both times the course was taken and will be included in computation of the student's cumulative grade point average.

DEFICIENCY REPORTS

If at mid-semester a professor thinks a student is doing unsatisfactory work, he sends him a deficiency report. The report includes a statement of the student's grade at mid-term, as well as reasons why his work is poor. Copies of the report are sent to the student's parents, his advisor, and the Dean of the Faculty. A student who receives a deficiency report is expected to consult his advisor and the professor who issued the report, and to take action to improve his academic performance.

DEAN'S LIST

The Dean's List is compiled at the end of each semester. It lists those students who have earned at least a 3.3 grade point average that semester, for at least 15 credit hours of work.

GRADUATION WITH HONORS

Graduation with honors shall be according to the following requirements: *summa cum laude*—a grade point ratio of 3.7; *magna cum laude*—a grade point ratio of 3.5; *cum laude*—a grade point ratio of 3.3.

For honors in a particular department, see the Academic Program section of this catalogue.

TRANSFER CREDIT

A student transferring college credit from another institution must have earned a grade of C or better for each course accepted for credit. No quality points are given.

Credits are allowed only for courses which are equivalent to those available at Hampden-Sydney and which are not being presented toward a degree at any other institution. No credit will be given for correspondence courses.

Credits earned at another institution may be used to satisfy core, major, or elective requirements of the Hampden-Sydney curriculum, provided that authorization is granted by the appropriate Hampden-Sydney department chairman.

SUMMER SCHOOL CREDIT

Subject to departmental approval, Hampden-Sydney accepts hours earned for courses taken in summer school at a four-year accredited institution, if the grade earned is C or higher. The grade and hours earned are entered on the student's transcript, but no quality points are given and the grade point average is unaffected.

FRESHMAN REGISTRATION

Each new student will register for first semester courses during the summer before he enrolls. He will consult with his advisor and the Director of Student Records.

ADDING AND DROPPING COURSES

1. Courses may not be added after the first week of classes in any semester.

2. Courses may be dropped without penalty only during the first four weeks of classes in any semester. With the consultation of the advisor and instructor, freshmen may drop courses without penalty during the first seven weeks of the semester. Courses dropped during the first week of classes will not appear on the student's permanent record. Students may drop courses without charge during the first two days of each semester. A \$5.00 fee will be charged students for each course dropped after the second day of each semester.

3. A student hopelessly deficient in one subject may, with the permission of the instructor, advisor, and Director of Student Records,

drop that course after the deadline for withdrawing. The grade for the semester will be recorded as WF.

4. Specific deadlines for withdrawing from courses are given in the Academic Calendar.

COURSE LOAD REGULATIONS

Every student needs to carry a course load of 15-16 hours each semester in order to make satisfactory progress toward the 120 hours required for graduation. With the permission of his advisor, a freshman may take 12 hours in his first semester.

Every student must carry a minimum course load of 12 hours each semester. To take fewer than 12 hours the student must receive the permission of his advisor and the Dean of the Faculty. No student may take more than 19 hours in any semester without special permission of the Executive Committee of the Faculty.

Note: These course regulations may be modified by action of the Executive Committee of the Faculty.

CLASS ATTENDANCE

Since a college education is given direction by work in the classroom, class attendance is essential. Professors inform their classes at the beginning of each semester what attendance is expected in each course. Students who find it necessary to miss classes for a number of days should inform the Dean of Students. No medical excuses are provided by the Student Health Service or the Dean of Students. This is a matter between the professor and the student. Professors may call the Health Service to confirm the student's visit to the infirmary.

EXAMINATIONS

Final examinations are held at the end of each semester. Final examinations may be given only during the regularly scheduled examination period unless one of the following exceptions applies:

- If a student has two courses scheduled for final examinations at the same time, he should re-schedule one examination in consultation with the professors.
- If a student has three or more final examinations scheduled in a two-day period, he has

the right to re-schedule one of the afternoon examinations to one of the study days or to another day which is mutually acceptable to both professor and student.

- When more than one section of a course is taught by the same professor, students may take the examination with any section the professor approves. Approval, however, must be obtained before the beginning of the examination period.

- A professor may move an examination to an earlier period in the examination schedule if all the students in the course agree. No final examination may be given before the first day of the examination period (with the exception of Rhetoric courses).

- A student who desires to take a final examination outside the regularly scheduled period for some reason other than those specified above must obtain the permission of the Dean of the Faculty. If the Dean of the Faculty grants permission, the student must pay a \$5.00 fee to the Business Office.

Students who have two final examinations scheduled for the same day will take both examinations on that day.

RE-EXAMINATIONS

Seniors who are doing passing work in a course prior to examination week of their *final* semester but who fail the final examination may, upon the recommendation of the professor concerned and the approval of the Dean of the Faculty, be granted a re-examination. The re-examination stands in lieu of the regular examination and must be averaged with all other grades used in the computation of the final grade, which in the case of a re-examination may be no higher than D.

WITHDRAWAL FROM COLLEGE

Before a student may withdraw from the College he must have the approval of the Dean of the Faculty and the Dean of Students. A student resigning on or after December 1 in the first semester or April 15 in the second semester will receive a grade of WF in all courses. He is not ordinarily eligible to return the next semester.

LEAVE OF ABSENCE

Students who have been at Hampden-Sydney

for at least a semester can apply to the Office of Student Aid and Records for approval of a leave of absence. Students who are granted such leaves will be guaranteed readmission, provided that they confirm re-enrollment and pay a reservation deposit of \$200 by April 1st (for the fall term) or November 1st (for the spring term). Candidates for leave of absence may not be on academic probation, nor have any disciplinary or honor violations pending against them. Deadlines for applying for such leaves are December 1st during the fall term and April 15th during the spring term. The maximum leave will be one year. This stop-out program will be administered by the Registrar in the Office of Student Aid and Records. Students who do not comply with the conditions governing leave of absence will be obliged to pursue their return through the normal reapplication process.

EXCLUSION FROM COLLEGE

The College authorities reserve the right to exclude at any time a student whose conduct or academic standing they regard as unacceptable; in such a case fees will not be refunded or remitted, in whole or in part.

LEARNING DISABILITIES

Hampden-Sydney is sensitive to the needs of its learning-disabled students. Before matriculating at Hampden-Sydney a student with learning disabilities or perceptual handicaps should make himself known to the Dean of the Faculty and supply the Dean with documentation of his particular disability. The Dean, together with the student's advisor and the Office of Counseling and Career Planning, will help the student design an academic program that will fit his aptitudes and skills as well as meet the College's requirements. The policies relating to learning disabilities can be obtained from the Dean of the Faculty.

ACADEMIC CALENDAR 1989-90***First Semester*****August**

- 26 Saturday—Freshmen and Transfers report
- 29 Tuesday—All other students report
- 30 Wednesday—Classes begin

September

- 6 Wednesday—Last day of Add Period
- 27 Wednesday—Last day of Drop Period for Upperclassmen

October

- 9 Monday—No classes*
- 10 Tuesday—No classes*
- 13 Friday—Deficiency reports due in Records Office
- 20 Friday—Last day of Drop Period for Freshmen

November

- 10 Friday—Close of registration for spring courses
- 14 Tuesday—Rhetoric *Proficiency* Exam
- 21 Tuesday—Thanksgiving break begins after classes
- 27 Monday—Classes resume

December

- 12 Tuesday—Last day of classes
- 13 Wednesday—Study day**
- 14 Thursday—Study day**
- 15 Friday—First day of exams
- 17 Sunday—Study day**
- 20 Wednesday—Last day of exams

Second Semester**January**

- 16 Tuesday—All students report
- 17 Wednesday—Classes begin
- 24 Wednesday—Last day of Add Period

February

- 14 Wednesday—Last day of Drop Period for Upperclassmen
- 28 Wednesday—Deficiency reports due in Records Office

March

- 7 Wednesday—Last day of Drop Period for Freshmen
- 9 Friday—Spring break begins after classes
- 19 Monday—Classes resume
- 27 Tuesday—Rhetoric *Proficiency* Exam

April

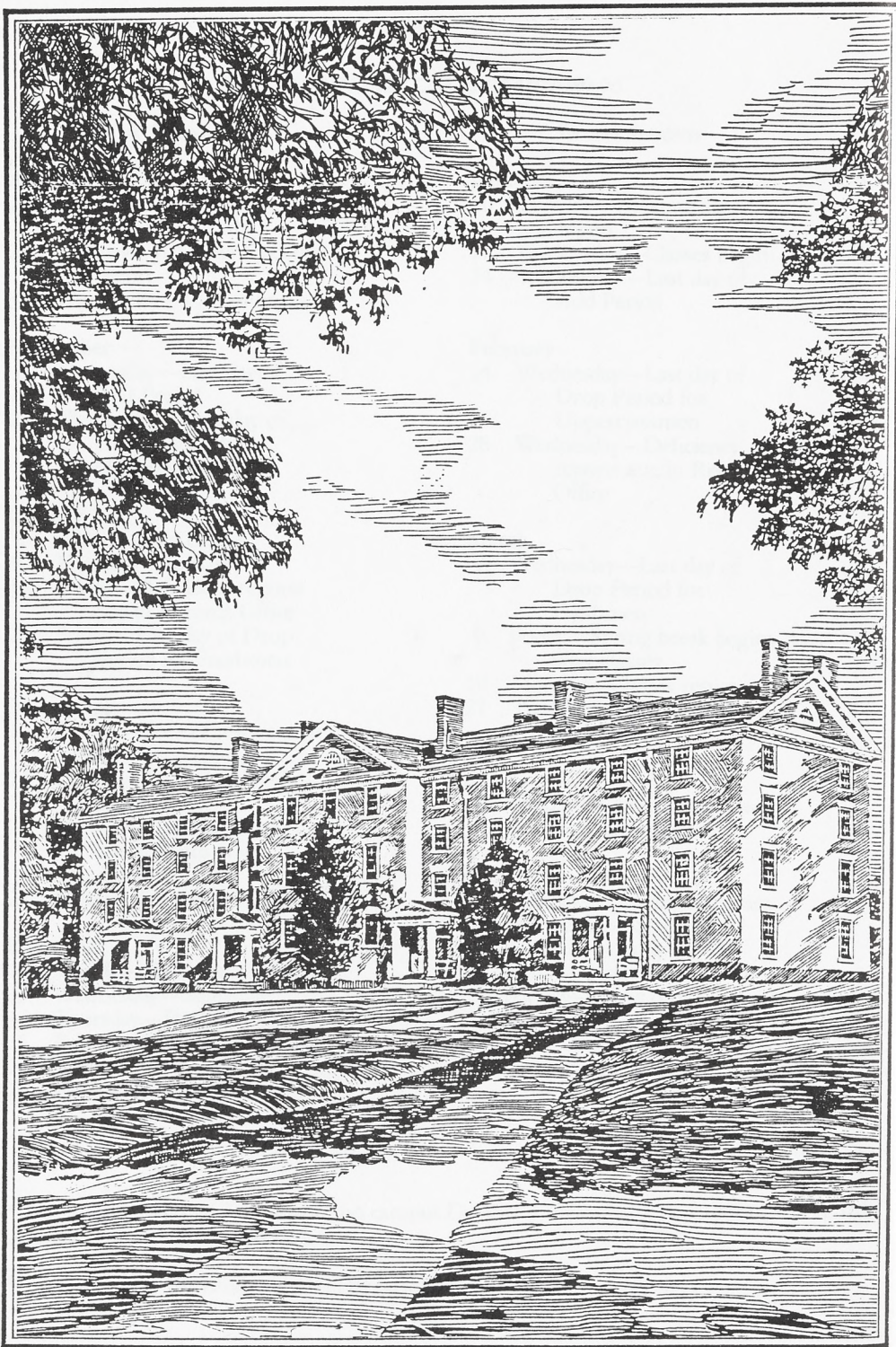
- 13 Friday—Close of registration for fall courses

May

- 1 Tuesday—Last day of classes
- 2 Wednesday—Study day**
- 3 Thursday—Study day**
- 4 Friday—First day of exams
- 6 Sunday—Study day**
- 9 Wednesday—Last day of exams
- 13 Sunday—Graduation

* For students who wish to remain on campus October 7 through 10, dormitories will remain open and meals will be provided.

** Rhetoric 101-102 final exam will be scheduled on one of the study days.



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Admission Requirements

Young men considering Hampden-Sydney should write or call the College in order to secure a copy of its *Candidate's Guide*. All applicants for admission to the College are automatically provided with a copy of Hampden-Sydney's *Catalogue*, which is the official publication of the College.

QUALIFICATIONS

Prospective students are expected to have mastered a solid, demanding college preparatory program before entering Hampden-Sydney, including at least four units of English, two units of one foreign language, three units of mathematics, two units of natural science (one of which must be a lab), and one unit of social science. In addition, a third unit of foreign language and a fourth unit of math are recommended. The records of successful applicants often include examples of impressive school and community extra-curricular contributions in addition to their academic preparation.

Hampden-Sydney requires its applicants to submit the results they have achieved on the Scholastic Aptitude Test (SAT) given by the College Entrance Examination Board or the ACT given by the American College Testing Program. The College also strongly recommends the submission of scores from three Achievement Tests, two of which should be English and Mathematics. The following examination dates are suggested for all candidates:

Junior year: Preliminary Scholastic Aptitude Test (PSAT/NMSQT) in October; Scholastic Aptitude Test or ACT in March; Achievement Tests in May. Students may choose to take these tests for practice, for Early Admission, for Early Decision, or for Regular Admission.

Senior year: Scholastic Aptitude Test in November or ACT in October or December; Achievement Tests in December or January. Applicants do not have to take these tests

again if they are satisfied with the scores they previously attained.

For further information on these tests, candidates are encouraged to contact their secondary school guidance department or write to College Entrance Examination Board, Princeton, New Jersey 08541 (the Board's code number for Hampden-Sydney College is 5291); or the American College Testing Program, Iowa City, Iowa 52243, (the ACT code number for Hampden-Sydney College is 4356).

APPLICATION CREDENTIALS

In order for an application to Hampden-Sydney College to be considered complete, it must contain an Application for Admission (together with a non-refundable \$30.00 application fee), a transcript of grades obtained in secondary school (and any previous colleges for transfer applicants), one teacher recommendation, and the results of the candidate's SAT or ACT and Achievement Tests.

Candidates wishing to support their applications with additional personal recommendations may do so up to a recommended maximum of three. The Faculty Admissions Committee, while finding recommendations helpful in the selection process, is not necessarily impressed by sheer volume, which often makes objective evaluation more difficult.

CAMPUS INTERVIEWS

Candidates considering Hampden-Sydney College are strongly encouraged and, in some cases, may be required to visit the campus for a personal interview. Students conduct tours of the campus, and conferences with professors and/or coaches can be arranged. Requests for appointments should be directed to the Admissions Office (804-223-4388). The Office is located on the second floor of Atkinson Hall and is open year-round from 8:30 a.m. to 4:30 p.m., Monday through Friday, and on

Saturday from 9:00 a.m. until noon by appointment during the academic year. A guide, with complete instructions for visitors, is forwarded prior to all appointments if sufficient notice is given.

ACCEPTANCE PLANS

Hampden-Sydney has three acceptance plans: Early Admission—the student enters the College after three years of high school; Early Decision—the College mails each candidate his acceptance or deferral notification on December 15 of his senior year; and Regular Admission—the College notifies candidates between February 15 and April 15.

Early Admission Plan

Hampden-Sydney recognizes that some students with records of superior academic achievement and promise may require fewer than the usual four years of secondary school to prepare for college. Under the Early Admission Plan, qualified candidates whose credentials are received by July 1 of their jun-

ior year will receive an acceptance or deferral no later than July 31. Availability of space could be a determinant in the College's willingness to consider early admission candidates.

Candidates applying under the Early Admission Plan must have earned a high school diploma or present official evidence in writing that a diploma will be forthcoming upon the satisfactory conclusion of the student's freshman year at Hampden-Sydney.

If Early Admission candidates elect to take the college admissions tests, they must do so by May of their junior year. Although they must file their applications by July 1, the final date for submission of transcripts, letters of recommendation, and scores is July 15. Candidates must visit Hampden-Sydney for an interview.

Applicants accepted under this plan must send their reservation deposits within three weeks after acceptance. This deposit is not refundable.

SUMMARY OF ADMISSION PLAN REQUIREMENTS

<i>Nature of plan:</i>	<i>Early Admission (after three years of secondary school)</i>	<i>Early Decision (Hampden-Sydney is first choice)</i>	<i>Regular Admission</i>
<i>Application and fee due:</i>	<i>Postmarked on or before July 1 of junior year</i>	<i>Postmarked on or before November 15 of senior year</i>	<i>Postmarked on or before March 1 of senior year*</i>
<i>Other credentials due:</i>	<i>By July 15 of junior year</i>	<i>By December 10 of senior year</i>	<i>By March 15 of senior year</i>
<i>SAT or ACT Tests Taken:</i>	<i>Before May of junior year</i>	<i>In junior year</i>	<i>Before February of senior year</i>
<i>Notification of decision sent to applicant:</i>	<i>By July 31 of junior year</i>	<i>Mailed on December 15 of senior year</i>	<i>Between February 15 and April 15 of senior year</i>
<i>Reservation deposit due:</i>	<i>Within three weeks</i>	<i>January 2</i>	<i>May 1</i>

*Freshman candidates considering application after March 1 should contact the Admissions Office to determine the availability of space.

Early Decision Plan

The Early Decision Plan is reserved for the freshman candidate whose *first choice* of college is Hampden-Sydney. Candidates for admission under this plan should file a completed application on or before November 15. In return for the benefit of having notification mailed on December 15 (two months before the regular decision announcement period begins), the Early Decision candidate agrees, first, to apply to no other college than Hampden-Sydney and, second, to enroll at Hampden-Sydney if he is accepted. Also, if accepted, he will be expected to notify Hampden-Sydney by January 2 of his intention to enroll. He must also agree not to apply elsewhere after confirming his enrollment. There are no rejections under the Early Decision Plan. The student is either accepted or deferred. (The deferred applicant then receives thorough, unbiased consideration under the regular plan. The deferred candidate is also free to apply to other colleges.)

The Early Decision candidate must send his completed application and fee to the College postmarked on or before November 15. His secondary school transcript, recommendations, and SAT or ACT scores must be received by December 10. (If the student is accepted, the College agrees not to require him to take further admission tests.) Financial aid applicants must complete the Early Version Financial Aid Form and submit it to the Office of Student Aid by November 15, preferably much earlier.

Regular Admission Plan

Candidates choosing the Regular Admission Plan should submit their applications to the College as early as possible in their senior year. Hampden-Sydney maintains an official application deadline of March 1. Applications received after that date will be considered only on a space-available basis. Students are notified of the Faculty Admissions Committee's decision between February 15 and April 15. Accepted applicants are expected to confirm their place in the incoming class by May 1.

TRANSFER STUDENTS

Transfer Students may not enter as seniors, since they must complete at least four semesters of full-time study (or the equivalent) at

Hampden-Sydney to satisfy degree requirements. They may enter, however, in either the fall or the spring semester.

Besides the required secondary school credentials, transfer students should provide official transcripts of all undergraduate studies already undertaken, along with a letter of recommendation from a dean or other appropriate official. While academic work completed at the college level is a more current indicator of a student's potential success at Hampden-Sydney, the Admissions Committee will also consider the secondary school record and test scores. Personal interviews are strongly encouraged.

Qualified transfer students desiring to enter in the fall semester should apply by July 1. Those interested in second semester admission should apply by December 1.

Hampden-Sydney normally offers junior-year standing to students holding an A.A. degree in liberal arts subject matter from an accredited community or junior college. A 3.0 (B) or higher grade point average is usually required for automatic junior year standing. Up to, but not exceeding, 60 credit hours may be given for course work similar to that offered by Hampden-Sydney for students applying under this category.

A student from another institution must have earned a grade of "C" or better in all courses which he presents for transfer. Credit will normally be awarded only for those courses equivalent to courses offered at Hampden-Sydney College.

A transfer student must meet all of Hampden-Sydney's proficiency and distribution requirements, either as a result of his previous college work or after matriculation at Hampden-Sydney. A member of the Admissions Staff or the Director of Student Records will be happy to review a student's transcript and advise him concerning transfer credits and the College's requirements.

The College normally denies admission to a transfer applicant if he is ineligible to return to the college from which he wishes to transfer, or if his previous college work fails to show promise of success at Hampden-Sydney.

Transfer students who expect to receive six-credit hours for composition courses taken elsewhere must take and pass the proficiency

examination at the beginning of their first semester of residence.

ADVANCED PLACEMENT

A student who achieves a score of four or five on an advanced placement examination of the College Board will receive six to eight hours of academic credit and exemption from corresponding proficiency and distribution

requirements. Exemptions from requirements for the academic major will be determined by the appropriate department (*see chart on this page*). Granting of credit or placement for a score of three will be at the discretion of the department. A student who chooses to take a course for which he has been granted advanced placement will not receive additional credit.

ADVANCED PLACEMENT AND CREDIT BY DEPARTMENT

<i>AP TEST</i>	<i>Hours Credit</i>	<i>Places out of</i>	<i>Distribution or proficiency</i>
American History	6	History 111-112	Social Science
Art History	6	Fine Arts 201-202	Humanities
Biology	8	Biology 101-102	2 Natural Science units, with lab
Chemistry	8	Chemistry 110-150	2 Natural Science units, with lab
English Language & Literature	6	Rhetoric 101-102	Rhetoric
English Composition & Literature	6	No equivalent course	2 Humanities & Literature units
European History	6	History 101-102	Humanities or Social Science
French Language	6	French 201-202	Language
French Literature	6	French 301-302	Language & Literature
German Language	6	German 201-202	Language
German Literature	6	German 301-302	Language & Literature
Government*	6	Political Science 101-102	Social Science
Latin - Vergil	6	Latin 202	Language
Latin - Catullus & Horace	6	Latin 301	Language & Literature
Macroeconomics	3	Economics 103	Social Science
Mathematics AB	8	Mathematics 101-102	2 Natural Science Units
Mathematics BC	8	Mathematics 101-102	2 Natural Science Units
Microeconomics	3	Economics 101	Social Science
Music Literature	6	Fine Arts 103	Fine Arts
Music Theory	6	Fine Arts 211-212	Fine Arts
Physics B	8	Physics 111-112	2 Natural Science Units, with lab
Physics C	8	Physics 121-122	2 Natural Science units, with lab
Spanish Language	6	Spanish 201-202	Language
Spanish Literature	6	Spanish 301-302	Language and Literature

*Entering students must check with the department about foundation courses.

FOREIGN STUDENTS

Hampden-Sydney is committed to the recruitment of foreign students. Special application forms are available from the Admissions Office for:

- non-U.S. citizens living abroad;
- non-resident aliens temporarily living in the United States;
- permanent residents of the United States (unless their last two years of education were completed in the U.S.);
- U.S. citizens with foreign diplomas or degrees.

Applicants seeking to begin studies in the fall semester should submit applications and supporting credentials by March 1. Those seeking admission for the spring semester should submit materials by December 1. All documents written in languages other than English must be accompanied by certified English translations. The Admissions Office will not process applications until all supporting documents have been received.

Students from abroad are eligible for admission if they have completed, with good grades, the academic (classical) secondary school program offered in their country. Scholarships based on merit consideration are available yearly on a competitive basis from the College. All applicants who speak or write

English as a second language are required to take the TOEFL (Test of English as a Foreign Language). Test results should be sent to Hampden-Sydney. Information concerning this test may be obtained by writing to TOEFL, Educational Testing Service, Princeton, N.J. 08540.

TRANSPORTATION TO THE CAMPUS

Students arriving by mass transit into three metropolitan centers near Hampden-Sydney (Lynchburg, Richmond, and Charlottesville) can make arrangements through the Admissions Office for personalized transportation to the College. A student must call the Admissions Office (804) 223-4388, ext. 120, at least one week in advance of his visit, to tell us where and when he will be arriving. The charge for each trip is \$30.00 (round trips would, therefore, be double). Payment to the driver takes place at the time of the trip.

MEDICAL INFORMATION

The College does not require medical information prior to admission; however, following his acceptance each student must complete a medical questionnaire and physical examination form. That form must be returned to the College Health Service before matriculation.

NON-DISCRIMINATORY POLICY STATEMENT

Hampden-Sydney College, while exempted from Subpart C of the Title IX regulation with respect to its admissions and recruitment activities, does not discriminate on the basis of race, color, sex, religion, age, national origin, handicap, or veteran status in the operation of its education programs and with respect to employment.

For information on this non-discrimination policy, contact Barbara Armentrout, Personnel Office, Box 127, Hampden-Sydney College, Hampden-Sydney, VA 23943, (804) 223-4381.

EXPENSES

FIXED EXPENSES

Hampden-Sydney does not operate for profit, and expenses are maintained at a minimum consistent with efficiency and high standards. Actual student fees account for approximately 75% of the total cost of the student's education. The remainder is provided by income from endowment and by gifts from the Synod of the Virginias, alumni, friends, and foundations.

Expenses* and costs listed below are composed of certain fixed fees payable to the College, along with several variable expenses.

	1989-90
Comprehensive Fee	\$10,030.00
Student Activities Fee	125.00
Room Rent:	
Cushing	990.00
Whitehouse & Hampden House Units	1,150.00
New Residence Hall Complex & Venable ...	1,575.00
Board	2,130.00
Special Fees:	
Course Overload, per credit hour	\$130.00
Special Students, per credit hour (up to 7)	185.00
Damage Deposit	100.00
Duplicate Student I. D.	5.00
Late Enrollment	15.00
Graduation Fee	75.00
Late Payment Fee	25.00
Parking Permit/Registration Fee	100.00
Post Office Box Rental	5.00
Room Key Deposit	10.00

*The College reserves the right to increase charges without prior notice.

EXPLANATION OF FEES

The Comprehensive Fee covers tuition, materials required in laboratory courses, medical care at the Student Health Service, excess accident and hospitalization insurance for inter-collegiate sports participants, admission to athletic events held on the campus, the cost to students of student publications, and some other activities. The fee does not cover breakage of College property or the purchase of expendable materials for laboratory courses.

Students who by special permission of the Executive Committee are taking more than 19 hours of course work in a given semester must pay an overload fee for credit hours above 19.

Room rent in the residence halls covers cost of occupancy and use of utilities. Fresh-

men live in Cushing Hall, Whitehouse (East and South houses), Venable Hall, and the new residence halls. All other students live in the Hampden House Units, Whitehouse, new residence halls, Venable Hall, and various houses.

All students except day students, those residing off campus, those residing in private homes on campus and married students living with their spouses, are required to board in the Commons. If a student has a serious medical problem relating to diet, he may request that the College waive the boarding requirement. He must submit a specific diet recommended by his physician to the Dean of Students, who will consult with the food service manager. If the food service cannot feasibly meet the dietary requirements, the Dean of Students may waive the board requirement if the student can meet his dietary needs in an otherwise satisfactory manner.

Each student is responsible to the College for the condition of his room and is expected to report any damage to College property to the Associate Dean of Students. He must pay the costs of repairs or replacement and, depending on the circumstances, may suffer disciplinary action.

In the senior year there is payable by January 1 a graduation fee of \$75.00, which covers cost of diploma and rental of cap and gown for the Commencement functions.

PAYMENT OF FEES

Sixty percent of all charges is payable by August 1; the balance (40%) is due January 1.

Students announcing in advance that they will need only one semester to complete their graduation requirements or those participating in the Approved Off-Campus Study Program will be billed at 50%. Any student who withdraws after the first semester for reasons other than those stated above will not be eligible to receive the 10% refund of tuition, room, board, and fees.

If an account is not paid by the due date, a late payment fee of \$25.00 is assessed. The College regards the student's account as delinquent unless arrangements satisfactory to the Vice President for Business Affairs and Treasurer have previously been made. A student whose account is delinquent is not entitled to board, room, registration, admission to classes, or issue of transcripts.

In unusual circumstances an extended deferment may be granted by the Vice President for Business Affairs and Treasurer. However, that involves interest charges on the balance outstanding.

Students who fail to matriculate on the day scheduled are charged a \$15.00 late enrollment fee. This fee may be excused by the Dean of Students if the reason for late matriculation was beyond the student's control.

Checks should be made payable to Hampden-Sydney College and mailed to the Business Office.

RETURN OF FEES

For voluntary withdrawals, all tuition, room and board paid by or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial aid programs) will be refunded, less the \$200 advance deposit required of all newly accepted students, if written notice is presented to the Vice President for Business Affairs and Treasurer by the matriculation date.

For voluntary withdrawals after matriculation, 80% of tuition and fees paid by or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial aid programs), less the \$200 advance deposit required of all newly accepted students, will be refunded to those who deliver written notification of their withdrawal to the Vice President for Business Affairs and Treasurer or the Dean of Students during the period between the date of matriculation and seven calendar days after the first day of classes. During the period from the eighth calendar day after the first day of classes until the twenty-eighth calendar day after the first day of classes, a refund of 40% of tuition and fees will be made. The date of withdrawal shall be the date on which written notice is delivered to the appropriate College official.

A pro rata refund of unused board is allowed if withdrawal occurs prior to two weeks before the end of the semester.

After matriculation there is no refund of room rent.

There is no refund of tuition, room, or board for students who are suspended or

expelled for disciplinary or honor reasons.

For students whose withdrawal is certified as necessary by the College physician, a pro rata refund of tuition will be made until the middle of the semester.

SCHOLARSHIP PAYMENTS

Disbursements of institutional grants and all loan funds are made in two installments, 60% in August and 40% in January. Disbursements of federal and state grants are made in equal amounts each semester.

OBLIGATIONS OF GRADUATING SENIORS

A graduating senior who has any outstanding financial obligation to the College (unpaid fees, disciplinary or library fine, bookstore bill, lost library book charge, etc.), or who has not had his required NDSL exit interview with the Director of Student Aid and Records, will not receive his diploma at Commencement. He will be allowed to march in the Commencement exercises and will receive a facsimile of a diploma, but the diploma will be held in the Business Office until all obligations have been met. Final semester grades and transcripts will also be held until obligations have been met.

Seniors will be notified of this policy well in advance of Commencement. In addition, approximately two weeks before Commencement seniors with outstanding obligations will be sent a form specifying the obligation or obligations to be met; sending of this form will be coordinated by the Business Office, in cooperation with other offices and enterprises of the College.

It will be the responsibility of each senior to make sure that all obligations are met in a timely manner. The deadline for payment of financial obligations will be noon on the Friday preceding Commencement.

INSURANCE ON PERSONAL POSSESSIONS

College insurance does not cover losses of personal property (including motor vehicles) of students as a result of fire, theft, damage, etc. Therefore, parents may want to consider a floater on their insurance policy to cover such possessions.

HEALTH INSURANCE

All students are encouraged to have primary health insurance coverage. We urge you to check your present policy to ensure that you are covered now and that you will continue to be covered while you are at college. You are responsible for all of your medical expenses except for those services that you receive at the Student Health Service; these services are provided without charge.

Note: No student may participate in any intercollegiate athletic program until he is covered by a valid and collectible primary health insurance. You will be asked to show proof of this coverage before you are allowed to practice or play on any intercollegiate team.

The College does carry a supplemental, standard accident insurance policy for its intercollegiate, varsity athletes; however, that policy may not cover all of the expenses incurred from an athletic injury. Please call the Health Service or the Business Office for more information about this insurance.

FINANCIAL AID

The purpose of Hampden-Sydney College's financial aid program is to provide assistance to those students whose families' resources are insufficient to meet College expenses and who would otherwise be unable to attend. Entering students who wish to be considered for financial aid must complete a Financial Aid Form (FAF). The FAF may be obtained in November from the high school guidance office or from Hampden-Sydney's Student Aid and Records Office. The FAF should be completed by the parents and student after January 1 and mailed before March 1 to the College Scholarship Service (CSS).

Hampden-Sydney (CSS code number 5291) should be designated as a recipient for the FAF. Late applicants who are eligible for financial aid will be considered for student loans first and grant funds, if available, afterward.

Every student who applies for financial aid *must* apply for a grant from the Pell Grant Program. This is done simply by authorizing the CSS, when completing the FAF, to send the reported information to Pell Grants. Administered by the federal government, Pell Grants are designed primarily for students who have significant financial need.

Virginia residents attending college for the first time must also complete a separate application for an award from the Virginia Tuition Assistance Grant Program (TAGP). The grant—based on residence, not on need—is available to every *bona fide* resident of Virginia who attends an eligible private college or university in the state. An application is mailed from the College's Admissions Office to each accepted freshman applicant from Virginia who deposits the non-refundable confirmation fee on or before May 1. The TAGP application must be completed by the student and mailed to Hampden-Sydney's Office of Student Aid and Records before June 1. The TAGP award, although not based upon need, is a part of each eligible Virginian's financial aid.

Hampden-Sydney guarantees to meet 100 percent of the demonstrated financial need of students admitted under the Early Decision category. Students admitted under the regular admission program will receive a financial aid

award that meets at least 90 percent of their demonstrated need.

In addition to the regular financial aid program, Hampden-Sydney offers several scholarships, awarded without regard to financial need, which recognize outstanding academic and extracurricular achievement.

The Madison Scholarships are reserved for the most outstanding member of each entering class. Candidates selected for these awards will have demonstrated superior academic and leadership ability. Each recipient receives a scholarship equal to the total tuition, fees, room, and board for four years subject to annual progress reviews by the Honors Council.

The Allan Scholarships are awarded to young men of superior academic achievement and proven qualities of intellectual leadership. Recipients receive four-year stipends of at least \$2,500 per year.

The Venable Scholars are chosen on the basis of academic excellence and proven qualities of leadership. Recipients receive four-year stipends of at least \$1,750 per year.

Patrick Henry Scholars are chosen on the basis of proven qualities of leadership and academic excellence. They receive four-year stipends of at least \$1,250 per year.

Leadership Awards are chosen on the basis of proven qualities of leadership. Recipients receive four-year stipends of at least \$750 per year.

All financial aid awards are reviewed at the end of each semester. Financial assistance may be withdrawn if one's citizenship or academic work does not meet the standards of the College. Financial aid consumer information may be obtained from the Director of Student Aid.

Inquiries concerning financial aid should be addressed to Director of Student Aid (telephone 804-223-4381).

ENDOWED SCHOLARSHIPS

Hampden-Sydney College recognizes the importance and the generosity of the contributions of alumni, parents, and friends to the general scholarship endowment. Each of the endowed scholarships listed below produces significant income which supplements the College's financial aid program and is, therefore, individually designated. Endowed scholarships established after July 1, 1979, will not be individually designated unless the capital contribution is \$25,000 or more.

THE ARA SERVICES SCHOLARSHIP was established in 1965 and later supplemented through gifts of ARA Food Services Company.

THE COLONEL AND MRS. GEORGE E. ADAMSON SCHOLARSHIP was established in 1946 by Colonel Adamson of Washington, D.C.

THE DANIEL POPE ALLEN SCHOLARSHIP was established in 1988 by Miss Mary Virginia Allen in memory of her brother, Daniel Pope Allen '25. The scholarship is used to assist worthy students with preference given to those planning to enter the Christian ministry.

THE WILLIAM T. AND VIRGINIA R. ALLEN SCHOLARSHIP was established in 1985 by a gift from East Coast Oil Corporation of Richmond, Virginia in honor of Mr. and Mrs. Allen. This scholarship is administered by the Honors Council as part of the Merit Awards Program. It is one of the endowments which fund the Madison Scholarships, named in honor of President James Madison, a founding trustee of the College. These scholarships are reserved for the most outstanding members of each entering class.

Candidates will be expected to have demonstrated superior intellectual achievement in their secondary school performance and standardized testing. The candidate should produce a composite scholastic aptitude test score of 1300. The secondary school record should present evidence of advanced course selection and superior results. There should also be a record of significant personal contri-

butions in the areas of leadership and community service.

Madison Scholars will be chosen without regard to financial circumstances. Each recipient will have his entire tuition, room and board, and fees paid for four years, subject to annual progress reviews by the Honors Council.

THE FRANCES PRICE ANDREWS SCHOLARSHIP was established in 1986 by Lester E. Andrews '36 in memory of his wife; their sons and daughters-in-law, Lester E. Andrews, Jr. and Diane Moss Andrews; William D. Andrews and Katheryn Hargrove Andrews. Preference will be given to students from Southside Virginia, primarily those from Prince Edward and the adjoining counties of Appomattox, Amelia, Buckingham, Charlotte, Cumberland and Lunenburg.

THE GEORGE SLOAN ARNOLD LOAN FUND AND SCHOLARSHIP was established in 1979 by George Sloan Arnold of Romney, West Virginia. The fund is in memory of Henry Bell Gilkeson and Robert William Gilkeson, the father and brother of Mr. Arnold's wife, Laura. Henry Bell Gilkeson was a member of the Hampden-Sydney Class of 1873, and Robert William Gilkeson was a member of the Class of 1907. The income from the fund shall be used for the award of loans and scholarships to worthy students who demonstrate financial need and academic excellence. Preference is given to qualified students first from Hampshire County, West Virginia, and second from West Virginia.

THE PAUL TULANE AND ESTHER THOMAS ATKINSON SCHOLARSHIP was established in 1964 by the late Mr. Carlyle Gee '26 of Greensboro, North Carolina, as a memorial to Mr. Atkinson. Recent gifts by Mrs. Atkinson have fully endowed this scholarship. The Atkinsons have played large roles in the 20th century life of Hampden-Sydney. Mr. Atkinson '07 was Treasurer from 1919 to 1957; and Mrs. Atkinson is the founder and present curator of the museum which is named in her honor.

THE BERNARD E. AND EDNA B. BAIN SCHOLARSHIP was established in 1981 by Edna B. Bain of Lynchburg, Virginia, in memory of her husband, Dr. Bernard E. Bain '28, D.D. '52, and is awarded to students who are studying for the Christian ministry.

THE FRANK CLEVELAND AND LENA REEKES BEDINGER SCHOLARSHIP was established in 1977 by a gift from Frank C. Bedinger '05 of Boydton, Virginia, and supplemented by gifts from family members, Frank C. Bedinger, Jr. '37 and Dr. & Mrs. William C. Finch '29. The scholarship is awarded to pre-law students on the basis of superior academic achievement, outstanding leadership abilities, the promise of potential usefulness, and evidence of financial need. Where no financial need exists, the award will be \$750. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE RAYMOND B. AND DOROTHY ROUSE BOTTOM SCHOLARSHIP was established in 1981 by Mrs. Dorothy R. Bottom of Hampton, Virginia, in memory of herself and her husband. Preference is given to needy students from the Peninsula area of Virginia.

THE ERNEST JACKSON BRIGHTWELL SCHOLARSHIP was established in 1981 by a bequest from Mr. Brightwell '37. Preference is given to graduates of Highland Springs High School, Henrico County, Virginia.

THE LEWIS O. BROWN MEMORIAL SCHOLARSHIP was established in 1973 by Mr. Brown's widow, Mrs. Mary Patsel Brown of Roanoke, Virginia. Roanoke students are given preference.

THE JOSIAH BUNTING III AND DIANA CUNNINGHAM BUNTING SCHOLARSHIP was established in 1986 by gifts from trustees, alumni, parents and friends. The fund is to honor the Buntings and their accomplishments during his presidency of the College from 1977 to 1987. This scholarship is administered by the Honors Council as part of the Merit Awards Program. It is one of the endowments which fund the Madison Scho-

larships, named in honor of President James Madison, a founding trustee of the College. These scholarships are reserved for the most outstanding members of each entering class.

Candidates will be expected to have demonstrated superior intellectual achievement in their secondary school performance and standardized testing. The candidate should produce a composite scholastic aptitude test score of at least 1300. The secondary school record should present evidence of advanced course selection and superior results. There should also be a record of significant personal contributions in the areas of leadership and community service.

Madison Scholars will be chosen without regard to financial circumstances. Each recipient will have his entire tuition, room and board, and fees paid for four years, subject to annual progress reviews by the Honors Council.

THE BURROUGHS MEMORIAL SCHOLARSHIPS were established through the will of Mabel C. and Charles F. Burroughs of Norfolk, Virginia. A number of annual scholarships are available to students from the Tidewater area who are selected by the Norfolk Foundation upon the recommendation of the College. Students should apply directly to The Norfolk Foundation, 406 Royster Building, Norfolk, Virginia 23510.

THE WILLIAM CARROLL CHEWNING, JR. MEMORIAL SCHOLARSHIP was established in 1975 by Mr. and Mrs. William Carroll Chewning '41, his family, and friends in memory of their son, a member of the Class of 1967.

THE H. HAWES COLEMAN AND FRANCES FORD COLEMAN SCHOLARSHIP was established by Lt. Col. H. Hawes Coleman '25, in memory of his wife Frances Ford Coleman. Preference will be given to students from Virginia and Louisville, Kentucky.

THE C. BARRIE COOK SCHOLARSHIP was established in 1988 by Dr. C. Barrie Cook '45 of Fairfax, Virginia. Recipients will be selected based on their need of financial assistance, the promise of future usefulness

and not necessarily on the basis of academic excellence. Preference will be given to those who are planning careers which will be beneficial to others.

THE DONALD L. CORK SCHOLARSHIP was established by gifts to the College from Mr. Donald L. Cork '13 of Charleston, West Virginia.

THE DANIEL FOUNDATION SCHOLARSHIP was established by gifts from the Daniel Foundation of South Carolina to honor Leslie G. McCraw, President and Chief Executive Officer of Daniel International Corporation.

THE EDMUND BAKER DAVENPORT SCHOLARSHIP was established in 1972 by Mrs. Claude R. Davenport, Mr. and Mrs. Claude R. Davenport, Jr., Mr. and Mrs. George L. Fosque, and Mr. and Mrs. Charles C. Chewning. The awards are made in the form of loans which need not be repaid if the student maintains an average of 2.0 or better.

THE HARRY B. DAVIS SCHOLARSHIP was established in 1988 by Miss Lucile B. Brown in memory of Harry B. Davis '14. Awards will be based on financial need and preference will be given to students from the Tidewater area of Virginia.

THE W. BIRCH DOUGLASS III SCHOLARSHIP was established in 1985 by a gift from Mr. W. Birch Douglass III '65 of Richmond, Virginia.

THE JESSIE BALL DUPONT MEMORIAL SCHOLARSHIP was established in 1978 by a gift from the Jessie Ball duPont Religious, Charitable, and Educational Fund of Jacksonville, Florida.

THE ANDREW H. EASLEY AND ANNE O. EASLEY SCHOLARSHIP was established in 1986 by the Andrew Horsley Easley and Anne Owen Easley Charitable Trust of Lynchburg, Virginia. This scholarship is designated for students from the Lynchburg area.

THE H. H. AND R. C. EDMUNDS SCHOLARSHIP was established in 1989. Preference

will be given to those students who have financial need and reside in Halifax County, Virginia. Character, leadership, a strong religious background, and a desire to achieve academically are attributes that the scholarship committee will consider in making an award. An award does not need to be made every year and it will be left up to the scholarship committee when to make any awards. It is also the desire of the donor that the recipients of this scholarship understand that the donor would like for them to give serious consideration to making a similar financial commitment to the College for scholarship support for future applicants from Halifax County. If no student award has been made for a five-year period, then preference will be given to a student from the surrounding counties who has the attributes listed above. If a non-Halifax County award is made one year, then the five-year period starts anew.

THE FIRST VIRGINIA BANKS SCHOLARSHIP was established by gifts from First Virginia Banks, Inc. and their local affiliate, First Virginia Bank-Southside, in Farmville, Virginia. The award will be given to students from areas served by First Virginia.

THE S. DOUGLAS FLEET SCHOLARSHIP was established in 1983 by S. Douglas Fleet. The scholarship is awarded to students in financial need to provide the difference between an award made by the College and the student's full need.

THE JOHN BENJAMIN FLIPPEN SCHOLARSHIP was established in 1980 by a bequest of Sue Gray Cooper and her husband, Ransome Cooper, Jr., in memory of her father, John Benjamin Flippen 1871, of Cumberland, Virginia.

THE STOKLEY FULTON SCHOLARSHIP was established in 1985 in memory of John Stokeley Fulton '55, for three decades a coach at Hampden-Sydney College.

THE WILLIAM LUCKE GARLICK MEMORIAL SCHOLARSHIP was established in 1975 by Dr. R. Cecil Garlick, Jr. '23 of Charlottesville, Virginia, in honor of his late brother, who attended Hampden-Sydney in

1920-21. The fund is used to aid students to study in foreign countries.

THE HORACE A. GRAY FAMILY SCHOLARSHIP was established in 1978 by a bequest of Mrs. Pearl F. Gray of Richmond, Virginia.

THE RANDOLPH BRYAN GRINNAN SCHOLARSHIP was established in 1988 by Dr. and Mrs. Randolph Bryan Grinnan, Jr.; their sons, R. Bryan Grinnan, III '57, Dr. George L. B. Grinnan '57 all of Norfolk, and Dr. Richardson Grinnan of Richmond, Virginia. It was given in memory of their father and grandfather, the Reverend Dr. Randolph Bryan Grinnan 1879, one of the first Presbyterian missionaries to Japan. This fund will aid students who demonstrate financial need with preference given to children of the clergy.

THE CHARLES CALLAWAY GUTHRIE SCHOLARSHIP was established in 1968 by Mr. and Mrs. J. Dennett Guthrie in honor of Mr. Guthrie's father. The scholarship has been supplemented by gifts from Mr. Charles R. Guthrie '19, also a son of Charles Callaway Guthrie.

THE FRED H. HANBURY, JR. SCHOLARSHIP was established in 1988 by Mrs. Athena B. Hanbury of Farmville, Virginia in memory of her husband, Fred H. Hanbury, Jr. '34. Preference will be given to students from Prince Edward and the seven contiguous counties.

THE HARDIN SCHOLARSHIP was established by gifts from Mr. and Mrs. Eugene B. Hardin, Jr. of Raleigh, North Carolina. This fund will aid students from North Carolina and Virginia who demonstrate financial need.

THE H. HITER HARRIS SCHOLARSHIP FOR EXCELLENCE IN MATHEMATICS OR ECONOMICS was given in 1988 by H. Hiter Harris, Jr., Trustee, and H. Hiter Harris III '83. \$1,250 will be awarded annually to a rising sophomore, junior or senior who has demonstrated academic excellence in mathematics or economics, exhibited qualities of strong personal character and integrity and

displayed outstanding leadership in campus activities including athletics. Although the scholarship is not limited to this group, preference will be given to a mathematics or economics major who is a member of the varsity football team or another varsity team. A grade point average of 3.0 must be maintained to extend the scholarship for the following year. Financial need is considered but is not a criterion in the awarding of this scholarship.

THE HARRISON INTERNATIONAL SCHOLARSHIP was established in 1988 by the Francena T. Harrison Foundation Trust in memory of Robert C. and Francena T. Harrison. This scholarship will offer aid to students for study in England in partial fulfillment of degree requirements.

THE ANNA CARRINGTON HARRISON LEADERSHIP SCHOLARSHIP was established as a memorial to his mother by Mr. Fred N. Harrison of Richmond, Virginia, long-time member of the College Board of Trustees, and continued by his family.

THE RALPH P. HINES FAMILY SCHOLARSHIP was established in 1988 by Ralph P. and Roselyn C. Hines of Farmville, Virginia. It will be awarded to those students who have demonstrated academic superiority in their secondary school careers as well as outstanding qualities of citizenship and leadership in the community. Recipients may hold this scholarship for the full four years of their college career, subject to annual review. Preference will be given to students from Prince Edward and the seven adjoining counties.

THE HOWARD WESLEY HITE MEMORIAL SCHOLARSHIP was established by a bequest from Mr. Hite, a native of Halifax County, Virginia. The scholarship will be awarded to those students who demonstrate financial need.

THE WARREN W. HOBBIE SCHOLARSHIPS were established in 1959 and later supplemented by gifts from Mr. Warren W. Hobbie of Roanoke, Virginia, a former member of the Board of Trustees.

THE WARREN W. HOBBIE SCHOLARSHIPS IN BUSINESS ETHICS were estab-

lished by the Warren W. Hobbie Charitable Trust of Roanoke. Two-year merit scholarships are awarded to selected juniors planning to enter business or related service professions.

THE EUGENE C. HURT, JR. AND ANNIE R. HURT SCHOLARSHIP was established in 1966 through a bequest under the will of Mr. E. C. Hurt of Chatham, Virginia. Preference is given to students from Halifax and Pittsylvania Counties.

THE WILLIAM ALLEN JOHNS, JR. MEMORIAL SCHOLARSHIP was established in 1979 by Dr. William A. Johns '30 and Logan P. Johns in memory of their son Allen '68. Preference is given to premedical students.

THE ALBERT SIDNEY AND VIRGINIA PARLETT JOHNSON MEMORIAL SCHOLARSHIP was established in 1966 by a gift from Mr. Robert D. Johnson '36. The award, in the form of a loan which must be repaid, is given to a deserving upperclassman.

THE JOHNSON & HIGGINS, INC. SCHOLARSHIP was established by Johnson & Higgins of Virginia, Inc. in Richmond.

THE EVA Y. JONES SCHOLARSHIP was established in 1958 by the Second Presbyterian Church of Roanoke, Virginia, to be awarded to a Presbyterian student studying for the ministry who is in need of financial assistance.

THE JOHN G. KIEFER SCHOLARSHIP was established in 1989 by the Kiefer families of Maryland. The scholarship will be awarded to students majoring in a non-scientific field with preference given to residents from the State of Maryland.

THE ROBERT WATKINS KING SCHOLARSHIP was established by gifts from Robert W. King, Jr., '52, in memory of his father, a member of the class of 1918.

THE LAWSON-FORD SCHOLARSHIP was established by Lt. Col. H. Hawes Coleman, '25, in memory of his mother's family (Lawson), and of his wife's family (Ford). Prefer-

ence will be given to students from Virginia and Louisville, Kentucky.

THE HAROLD G. LEGGETT SCHOLARSHIP was established in 1983 by Mrs. Hallie Leggett Townsend of Durham, North Carolina in honor of her brother and supplemented by gifts from other family members.

THE HERBERT G. AND REVA T. LONAS SCHOLARSHIP was established in 1985 by a gift from East Coast Oil Corporation of Richmond, Virginia, in honor of Mr. & Mrs. Lonas. This scholarship is administered by the Honors Council as part of the Merit Awards Program. It is one of the endowments which fund the Madison Scholarships, named in honor of President James Madison, a founding trustee of the College. These scholarships are reserved for the most outstanding members of each entering class.

Candidates will be expected to have demonstrated superior intellectual achievement in their secondary school performance and standardized testing. The candidate should produce a composite scholastic aptitude test score of at least 1300. The secondary school record should present evidence of advanced course selection and superior results. There should also be a record of significant personal contributions in the areas of leadership and community service.

Madison Scholars will be chosen without regard to financial circumstances. Each recipient will have his entire tuition, room and board, and fees paid for four years, subject to annual progress reviews by the Honors Council.

THE JAMES J. MARSHALL, JR. SCHOLARSHIP was established by gifts from Mr. J. J. Marshall, Jr. '34 of New York City. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE SAMUEL McDOWELL MARTIN AND VIRGINIA K. MARTIN MEMORIAL SCHOLARSHIP was established in 1982 by a bequest from Mrs. Martin. Preference is given to students who intend to enter the medical profession or the ministry.

THE PHILIP W. MCKINNEY SCHOLARSHIP was established in 1964 by a bequest from the estate of Mrs. Frankie McKinney Van Winkle, in honor of her father, Governor Philip W. McKinney 1851.

THE MCVEY MEMORIAL SCHOLARSHIP was established in 1986 by gifts from George Jennings McVey, '61 and Henry Hanna McVey III '57 and supplemented by a bequest from the estate of Mrs. Eva Jennings McVey. The fund is in memory of the donors' father and husband, Henry Hanna McVey, Jr. '12. Scholarships are awarded to student-athletes who demonstrate financial need.

THE BEN AND MAYO MOOMAW SCHOLARSHIP was established by the gifts of Mr. and Mrs. Benjamin Franklin Moomaw of Lynchburg, Virginia. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE FRED MAY MORTON AND MARY MORTON PLATT SCHOLARSHIP was established in 1963 by a gift from Mrs. Mary Morton Platt of Baltimore, Maryland, in memory of her brother. The fund has been supplemented by gifts from The Theodore H. Barth Foundation.

THE HEBER JONES MORTON SCHOLARSHIP was established in 1984 by a bequest from the estate of Mary Womack Morton in memory of her husband, Dr. Heber Jones Morton '05. The scholarship is designated for the assistance of premedical students.

THE LEE WATKINS MORTON MEMORIAL SCHOLARSHIP was established by gifts from Mr. and Mrs. L. W. Morton, Sr. 1885, and their sons, Lee W. Morton, Jr. '19, Judge R. Page Morton '23, and the Rev. Taylor Morton '17 of Charlotte County, Virginia.

THE HARRY HAVENER MUNROE SCHOLARSHIP was established by a bequest from Mrs. Elizabeth Munroe Jones of Laurinburg, North Carolina, in memory of her father, Harry Havener Munroe '01, H. D. '26. Preference will be given to students of high scholastic standing.

THE JOSEPH LEE AND MARGARET EAST NELSON MEMORIAL SCHOLARSHIP was established in 1976 by Mrs. Nelson to provide scholarships for students of superior academic ability who are in need of financial assistance. Preference in selecting recipients for scholarships will be afforded Virginia students of the Christian faith who have formed a present intention to seek full-time Christian service as ordained ministers or missionaries, or, in the alternative, preference will be afforded students who have formed a desire to enter the teaching profession.

THE WALLACE C. NUNLEY SCHOLARSHIP was established by Dr. Wallace C. Nunley '44 of Clifton Forge, Virginia, and Dr. Wallace C. Nunley, Jr. '69.

THE THEODORE G. OFFTERDINGER, JR. AND VIRGINIA C. WILLIAMSON SCHOLARSHIP was established in 1981 through gifts from Mr. and Mrs. Theodore G. Offterdinger, Sr. '41 and friends in memory of Theodore G. Offterdinger, Jr. '74 and Virginia C. Williamson. Preference is given to students who have demonstrated academic excellence and outstanding leadership characteristics in their secondary school careers. The scholarship is administered by the Honors Council as a part of the Leadership Awards Program.

THE OVERCASH MEMORIAL SCHOLARSHIP was established in 1983 in memory of Hinton Baxter Overcash and Emma Ressler Overcash by their daughters Dorothy and Elizabeth. Dr. Overcash was for many years professor of biology at the College.

THE RICHARD C. PARKER SCHOLARSHIP was established in 1980 by Mr. and Mrs. William A. Parker, Jr. and their son, Richard C. Parker '81. The scholarship carries a minimum stipend of \$750 and is awarded each year to a freshman who has demonstrated those qualities of leadership, organization, assertiveness, and affability which so well suit a young man for a business career. Preference is given to students from Georgia.

THE TRUMAN ALFRED PARKER SCHOLARSHIPS were established by a bequest from Judith H. M. Parker of La Jolla,

California. Students in the premedical program are given preference.

THE PHI BETA KAPPA SCHOLARSHIP IN THE NATURAL SCIENCES was established in 1984 by Samuel S. Jones '43 to assist gifted students in the natural sciences.

THE PHILIP MORRIS SCHOLARSHIP was established in 1982 in memory of Benjamin A. Soyars '40 for his long and dedicated service to the Philip Morris Company and the College. Each year a freshman from Virginia is chosen as a Soyars Scholar.

THE WILLIAM T. PUGH MEMORIAL SCHOLARSHIP was established in 1968 by Mr. and Mrs. John Tucker Percy of Virginia in memory of Dr. Pugh '23, a former member of the Board of Trustees. Additional gifts to this fund have been made by Fidelity National Bank of Lynchburg, family members and friends.

THE READ-LANCASTER MEMORIAL SCHOLARSHIP was established through gifts from Mrs. Edmonia C. L. Metcalf of Charlottesville, Virginia, in memory of her mother, Mrs. Agnes Elizabeth Read Lancaster and her uncles, Mr. Abram Carrington Read 1883, and Mr. Isaac Mayo Read 1887. In addition to recognizing her immediate family, Mrs. Metcalf specified the scholarship as a memorial in remembrance of the Reads of "Greenfield," Charlotte County, Virginia.

THE RICHARD S. REYNOLDS SCHOLARSHIP was established in 1989 by the Richard S. Reynolds Foundation of Richmond, Virginia. This scholarship honors the founder of Reynolds Metals Company for his pioneer leadership and philanthropic generosity.

THE TINA RICHARDSON SCHOLARSHIP was established in 1975 by Mrs. A. B. Richardson of Roanoke, Virginia.

THE CLARENCE B. ROBERTSON MEMORIAL SCHOLARSHIP was established in 1969 by a bequest from Mr. Robertson '15, a former member of the Board of Trustees.

THE PHILIP H. ROPP MEMORIAL SCHOLARSHIP was established by a bequest from Dr. Ropp '30, Hurt Professor of English at Hampden-Sydney.

THE REGINALD GILBERT SMITH SCHOLARSHIP was established in 1986 by gifts from alumni, parents and friends who wished to honor Mr. Smith, a longtime employee of the College. The fund is to aid minority students with preference given to graduates of Prince Edward County High School.

THE S. BRUCE AND GLADYS CURTIS SPENCER SCHOLARSHIP was established in 1986 by Mr. and Mrs. S. Bruce Spencer '37 of Farmville, Virginia, to provide assistance based on financial need to those participating broadly in extracurricular activities such as athletics or student government. The scholarship will be awarded to North Carolina and Virginia students with preference to residents of Buckingham, Cumberland, and Prince Edward Counties of Virginia.

THE STAMPS SCHOLARSHIP was established in 1936 by a gift from Mrs. F. S. Royster of Norfolk, Virginia, in memory of her father, Dr. William L. Stamps, and of her brothers, Mr. Edward R. Stamps 1867, and Dr. Thomas Stamps 1868.

THE C. V. STARR SCHOLARSHIP was established by the Starr Foundation of New York. Recipients of the Starr Scholarship are selected on the basis of superior intellectual achievement and outstanding leadership characteristics as well as financial need.

THE TEACHERS SCHOLARSHIP was established in 1983 by a gift from Mr. and Mrs. Lewis B. Goode, Jr. '50 of Lynchburg, Virginia, and supplemented by a grant from the Brown Foundation, Inc. of Houston, Texas. This fund offers scholarships to seniors who plan to teach. It also grants interest-free loans to juniors and seniors, forgiven after teaching in public schools for two or three years, depending on the size of the loan.

THE MR. AND MRS. GEORGE C. THOMAS, JR. SCHOLARSHIP was estab-

lished in 1953 and supplemented in 1973 through gifts from Mr. and Mrs. George C. Thomas, Jr. of New Jersey and Florida.

THE THOMAS PREMEDICAL LOAN SCHOLARSHIP was established in 1977 by Mrs. Evelyn Thomas of Roanoke, Virginia, in memory of her husband, Dr. Charles W. Thomas. The loan fund, which must be repaid, assists needy premedical students.

KATHERINE S. AND PAUL S. TRIBLE SCHOLARSHIP was established in 1983 by former U.S. Senator Paul S. Tribble, Jr. '68 in honor of his parents. The scholarship is awarded to a Virginian who plans a career in business or government. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE ALBERT JAMES TRUITT AND JULIA HARRISON TRUITT MEMORIAL SCHOLARSHIPS were established in 1949 through a bequest under the will of Mrs. Julia E. Truitt of Norfolk, Virginia, and designated for the assistance of students studying for the ministry.

THE ACHILLES L. TYNES SCHOLARSHIPS were established in 1958 by the Misses Eliza I. and Frances M. Tynes of Tazewell, Virginia, in memory of their brother, a member of the Class of 1894 and a trustee of the College for 36 years.

THE RICHARD MORTON VENABLE SCHOLARSHIP was established in 1964 by a gift of Mr. and Mrs. Richard Morton Venable '20, of Charleston, West Virginia. Mr. Venable was a direct descendant of Nathaniel Venable of "Slate Hill," one of Hampden-Sydney's founders and a charter trustee. The scholarship is administered by the Honors Council as part of the Leadership Awards program.

THE WADDELL-GORDON SCHOLARSHIP was established in 1952 by Mr. James W. Gordon, Jr. '32 of Richmond, Virginia, as a memorial to Dr. James Waddell (1739-1805), "the blind preacher," and Colonel James Gordon of Lancaster County (1714-1768), leaders in the establishment of the

Presbyterian Church in the Colony of Virginia. James Gordon's granddaughter and James Waddell's daughter, Janetta Waddell, was the wife of Archibald Alexander, third president of Hampden-Sydney College.

THE JOSEPH MOSS WHITE AND JOSEPHINE VIRGINIA BROWN WHITE SCHOLARSHIP was established in 1975 by Mr. Joseph W. White, Jr. '54, Mrs. James S. White, and Dr. Paul F. White '60 in honor of their parents and supplemented by memorial gifts in honor of Mr. J. M. White '25.

THE GORDON C. WILLIS SCHOLARSHIP was established in 1985 by Gordon C. Willis '42 of Roanoke, Virginia, in memory of his brother Holman Willis, Jr. '38. The scholarship will be awarded to students who demonstrate evidence of financial need.

THE JESSIE REAMES YOUNG AND CHARLES REAMES YOUNG SCHOLARSHIP was established by Mr. Fred W. Young, Sr. '09 to benefit Dinwiddie County residents attending Hampden-Sydney.

ANNUAL SCHOLARSHIPS

Hampden-Sydney College recognizes the importance and generosity of the contributions of alumni, parents, and friends to the annual scholarship fund. Annual scholarships are not individually designated unless the donor has agreed to a significant annual contribution to be awarded each year over a number of years. For those individually designated annual scholarships established after 1979, the minimum annual contribution must be \$1000.

THE JAMES ALLEN SCHOLARSHIP was established in 1985 by family members and friends to honor the memory of James Allen, a founding trustee of Hampden-Sydney College. Selection of recipients will be based on superior academic achievement and/or financial need. Preference will be given to students from Amelia, Nottoway, and Prince Edward Counties, or, if none qualify from these areas, Southside Virginia. Qualified descendants of James Allen will also be given preference.

THE JOHN M. BORDERS, M.D. MEMORIAL SCHOLARSHIP was established through an annuity with The Presbyterian Foundation, Inc. (U.S.), by the Reverend Isaac D. Borders in memory of his father, Dr. John M. Borders.

THE EDMUND MADISON CHITWOOD, JR. MEMORIAL SCHOLARSHIP was established in 1985 by W. Randolph Chitwood, M.D. '41 and W. Randolph Chitwood, Jr. M.D. '68 in memory of their brother and uncle, Edmund Madison Chitwood, Jr. M.D. '43. This fund assists needy premedical students.

THE NELSON W. COE III MEMORIAL SCHOLARSHIP was established in 1969 by Mr. and Mrs. Charles E. Coe in memory of Mr. Coe's brother, Nelson W. Coe III '59. Preference is given to students from either Westminster Presbyterian Church in Alexandria, Virginia, or Heritage United Presbyterian Church in Fairfax County, Virginia.

THE H. SPENCER EDMUNDS MEMORIAL SCHOLARSHIP was established in 1950 by the Second Presbyterian Church, Roanoke,

Virginia, as a ministerial scholarship in memory of its former pastor, the Reverend Mr. H. Spencer Edmunds.

THE WILLIAM FITZGERALD MEMORIAL SCHOLARSHIPS were established in 1968 by St. Giles Presbyterian Church, Richmond, Virginia. The scholarships are awarded to needy and worthy upperclassmen who plan to enter church-related vocations.

THE GEORGE C. "CHIP" FREEMAN III MEMORIAL SCHOLARSHIPS. The scholarships were established in 1974 in memory of George C. "Chip" Freeman III '76, by his parents, Mr. and Mrs. G. C. Freeman, Jr. '52 and his brother, Douglas M. Freeman, and are funded by the George C. Freeman III Memorial Trust. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE SAMUEL S. JONES PHI BETA KAPPA SCHOLARSHIP IN THE NATURAL SCIENCES was established in 1983 by Dr. Samuel S. Jones '43, of Tucson, Arizona.

THE JAMES BUCKNER MASSEY SCHOLARSHIP. Each year since 1957 a scholarship has been made possible through gifts of Dr. F. M. Ryburn '45 of Lubbock, Texas, in memory of Dr. James B. Massey, long-time professor of Bible at Hampden-Sydney. Preference is to be given to sons of ministers.

THE McGUIRE-BOYD SCHOLARSHIP was established through annual gifts since 1965 by Mr. James Nalle Boyd '58 and Mr. John Peyton McGuire Boyd '64 of Richmond, Virginia, in memory of their parents, Mr. and Mrs. John W. Boyd. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE ODK LEADERSHIP SCHOLARSHIP was established on its fiftieth anniversary in 1974 by the Lambda Circle of Omicron Delta Kappa at Hampden-Sydney. The \$500 award is made to a sophomore selected by the Circle in recognition of demonstrated leadership and as encouragement for future constructive work. Need is not a criterion.

THE PRESBYTERIAN CHURCH. In recognition of the historic and continuing ties between Hampden-Sydney and the Presbyterian Church, the Synod of the Virginias provides \$20,000 each year to be used for financial assistance to Presbyterians. The Church thereby supports the College in blending sound scholarship with the principles and practices of the Christian faith.

THE GLENN W. SMALL, JR. ANNUAL SCHOLARSHIP was established in 1985 by The Reverend Glenn W. Small, Jr. '63. Preference will be given to a black student from Georgia based on financial need and/or academic merit, or in the alternative, to a black student with financial need and/or academic merit from outside the state of Georgia. In the event no black students fit the criteria, the scholarship will be awarded to a student from Georgia based first on need and, if there is no need, then on academic merit.

THE ALGERNON SYDNEY SULLIVAN SCHOLARSHIPS. Annual grants from the Algernon Sydney Sullivan Foundation of New York since 1936 have provided scholarships at Hampden-Sydney in memory of Algernon Sydney Sullivan, founder and first president of the New York Southern Society.

Course Offerings

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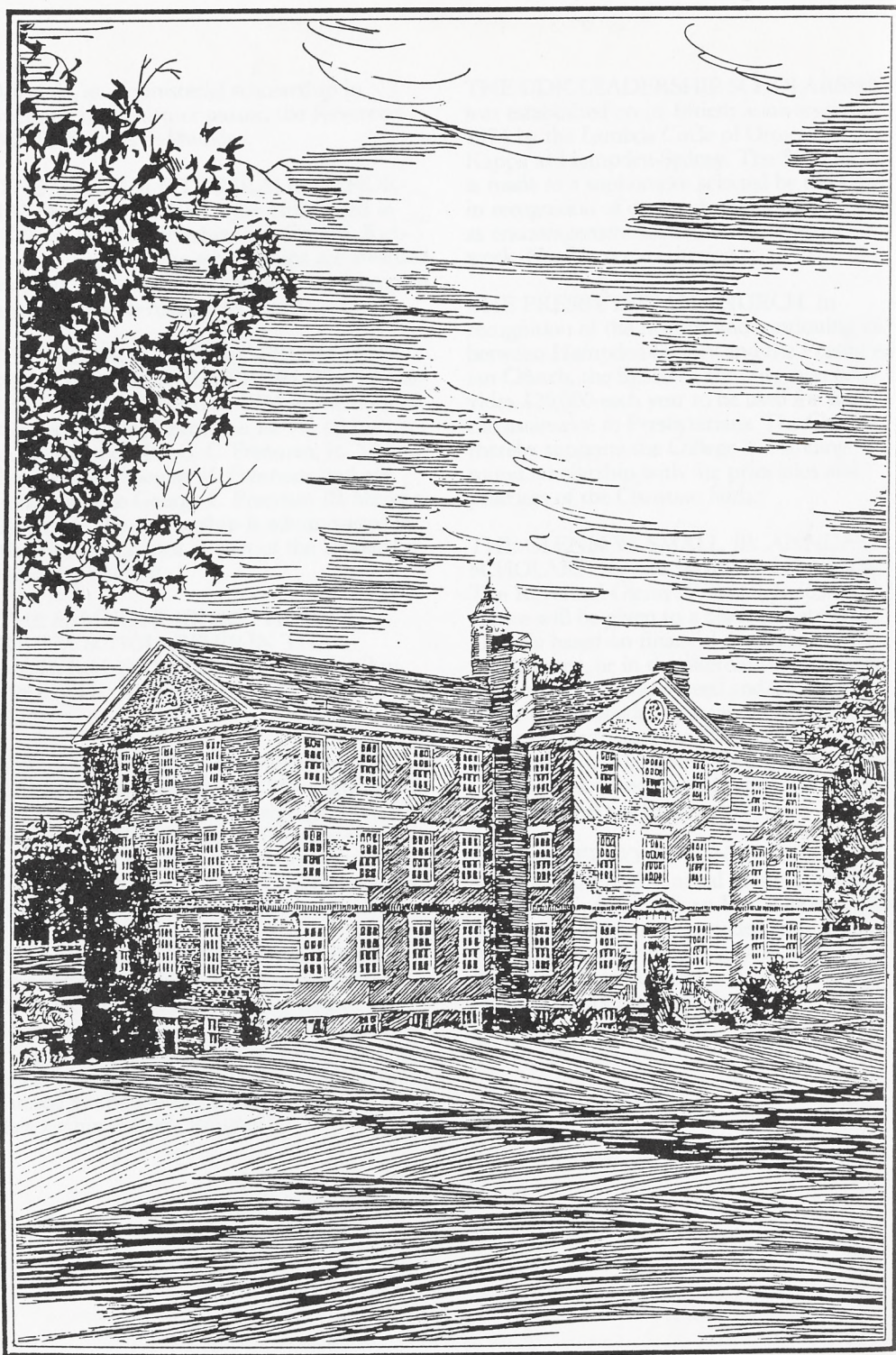
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Course Offerings

DIVISIONS OF STUDY

The academic departments and courses of instruction are grouped according to the following three divisions:

HUMANITIES, including Classics, English, Fine Arts, Humanities, Modern Languages, Philosophy, Religion, and Rhetoric.

NATURAL SCIENCES, including Biology, Chemistry, Physics, Mathematics and Computer Science.

SOCIAL SCIENCES, including Economics, History, Political Science, and Psychology.

COURSE CLASSIFICATION

Each course listed in this catalogue has a course number. At the right of this number will be found numerical designations in parentheses which indicate the course length and credits carried by the course. There are two variations. For example: Biology 108 (3) meets for one semester only and carries three semester hours of credit. French 201-202 (3-3) comprises two semesters of work, and the student may take one or both semesters.

Normally the courses with odd course numbers meet in the fall semester and those with even course numbers meet in the spring semester.

SPECIAL TOPICS AND INDEPENDENT STUDY

The following courses are offered in every department:

185, 285, 385 or 485. *Special Topics* (1, 2, 3 hours).

An organized course of study in an area other than one described in the course listings. All -85 courses must be approved by a majority of the voting members of the department. If the

course/topic is offered more than once, it must be approved by the faculty.

490. *Directed Reading* (1, 2, 3 hours).

Reading related to a particular course or topic in which the student is interested, the reading to be done under the supervision of a faculty member who will assist in designing the student's program.

495. *Independent Study* (1, 2, 3 hours).

Research in which the student works independently under the supervision of a faculty member; the project will ordinarily lead to a paper in which the student describes his work and summarizes his findings. For juniors and seniors only.

For reading courses (490) and independent study (495), a written proposal, designating hours of credit and describing the subject under investigation and the methods to be utilized, must be approved by the professor supervising the study, the chairman of the department, and the student's faculty advisor.

A student may take no more than one 490/495 course per semester.

Ordinarily, a student may take no more than two 490 and two 495 courses during his tenure at Hampden-Sydney. If additional independent work is desired, the written proposal must be submitted to the Honors Council for approval. Students who wish to do extensive independent work are encouraged to apply for Senior Fellowships and Honors Major Fellowships.

Departments may specify prerequisites and minimal grade points for taking 490 and 495 courses.

DEPARTMENTAL HONORS

Honors courses, projects, or seminars are offered at the junior and senior levels.

Departmental Honors varies from department to department. Departmental Honors promotes independence, self-reliant study, and appreciation of the relationship between the particular concerns of an academic discipline and the broader spectrum of the liberal arts.

Departmental Honors work must include a minimum of six, and up to a maximum of twelve, credit hours in specially designed courses, and independent study. Credit is given for laboratory work. Specific requirements and eligibility are established by the department, in cooperation with the Honors Council. Interested students should consult the chairman of the appropriate department about Departmental Honors.

KEY:

*On leave, 1989-90. F—fall semester only;
S—spring semester only.

BIOLOGY

Professors Gemborys, Shear, Turney; Adjunct Associate Professor Lund; Assistant Professor V. Hall

The diverse preparation necessary for different graduate biology programs in different institutions often necessitates tailoring the undergraduate major to suit the particular needs of the student. All students interested in majoring in biology are requested to see a representative of the biology department during their freshman year to discuss their future programs of study. The requirements for a major in Biology are 33 hours, including Biology 101-102 and 151-152 (to be taken during either the freshman or sophomore year). The balance of the major consists of appropriate electives with at least one course in each of the following three areas: 1. Molecular/Cellular Biology; (Biology 215, 220, 311, 331, 332, or 342) 2. Organismic/Systematic Biology; (Biology 142, 222, 241, 243, or 321) 3. Ecology/Population Biology; (Biology 108, 251, 253, 260, 270, 313, 314, or 176).

In addition, Chemistry 110, 150, 210, and 251; or Chemistry 110, 150, and 120; or Chemistry 101, 102, 151, and 152 are required.

Note: Many graduate schools require courses in physics, mathematics through calculus, organic chemistry, statistics, computer science, physical chemistry, and electronics by way of preparation for certain biology majors. The Department of Biology recommends that all students planning to pursue graduate or professional studies in the biological sciences investigate the undergraduate prerequisites for their particular major by the fall semester of their junior year so that these may be incorporated into their undergraduate program.

BIOLOGY 101-102. (3-3)

Staff

INTRODUCTORY BIOLOGY. An introduction to the basic topics of the biological sciences. Biology 101 emphasizes cell chemistry and structure, cell physiology including respiration and photosynthesis, Mendelian and basic molecular genetics, and cellular and organismal reproduction. Biology 102 emphasizes immunology, neurobiology, behavior, evolution, population dynamics, ecology, adaptation, and a survey of the five kingdoms of life. Prerequisites: none for 101;

101 prerequisite to 102. Corequisites: Biology 151 and 152, corequisite to 101 and 102 respectively. Offered: 101 each semester, 102 in the spring semester.

BIOLOGY 108. (3) *Gemborys*
ENVIRONMENTAL BIOLOGY. A consideration, based on basic biological concepts, of the processes leading to the degradation of our environment. The course will include discussions of such topics as environmental pollution by pesticides, industrial by-products, and radioactive materials; the historical background and future prospects of the population explosion; and the need for preservation of our natural resources. Prerequisite: none. Offered: each semester.

BIOLOGY 111. (1) *Gemborys*
NATURAL MAN. Readings, discussions and films designed to illustrate the capacity of man to survive in hostile environments and to demonstrate the close ecological balance maintained between primitive man and his environment. Emphasis will be given to early Arctic and Antarctic exploration and to the study of Esquimaux culture. Readings will include works by Stefansson, Nansen, Amundsen, Scott, Cherry-Garrard, Shackleton, and Byrd. Admission by consent of instructor. Prerequisite: none. Offered: on demand.

BIOLOGY 142. (4) *Gemborys*
BOTANY. An introductory study of the anatomy, morphology, taxonomy, physiology, and ecology of plants. In addition, the commercial and medicinal uses of plants will be considered. Prerequisite: none. Offered: on demand.

BIOLOGY 151-152. (1-1) *Staff*
LABORATORY IN INTRODUCTORY BIOLOGY. Laboratory exercises associated with Biology 101-102. Prerequisites: none for 151. 151 is prerequisite to 152. Corequisites: Biology 101 for 151, Biology 102 for 152.

BIOLOGY 158. (1) *Gemborys*
LABORATORY IN ENVIRONMENTAL BIOLOGY. A laboratory experience designed to demonstrate the interactions between plants and animals and their environment and to acquaint the non-science-oriented stu-

dent with techniques and methods used in the measurement of environmental parameters. Consideration will be given to such topics as the thermal and chemical stratification of lakes and ponds and how this phenomenon affects aquatic organisms; a comparison of the chemical and physical characteristics of natural and polluted streams; and the effects of logging and fire in local forest ecosystems. Prerequisite or corequisite: Biology 108. Offered: on demand.

BIOLOGY 215. (4) *Lund*
CYTOLOGY. Cytology is an introduction to cells in terms of structure and function. Major emphasis in lecture sessions includes descriptions of cell organelles and their functions, the mechanics of cell division, and basic cytogenetics. Structure of differentiated cells is considered in relation to the function of various animal and plant tissues. Students will examine professionally prepared material as well as slides of their own making in the laboratory. Students are involved in techniques in cytogenetics and histochemistry utilizing animal and plant material. Prerequisite: Biology 101, 102, 151, and 152. Offered: spring semester of odd years.

BIOLOGY 220. (4) *Lund*
MICROBIOLOGY. This course deals with the biology of prokaryotic organisms, viruses, and subviral parasites. (Eukaryotic microorganisms are considered only briefly.) Energy-generating mechanisms unique to prokaryotes will be examined, including photosynthetic, chemosynthetic, and heterotrophic modes. The basics of prokaryote and viral genetics will be introduced as a means of understanding the techniques of genetic engineering. As well as a general survey of prokaryotes, viruses, and subviral parasites, the course will undertake a deeper examination of those associated with human disease. The principles of immunology, commercial fermentations, and the importance of microbes in ecosystems will also be discussed. Prerequisites: Biology 101, 102, 151, 152. Offered: spring semester of even years.

BIOLOGY 222. (4) *Hall*
COMPARATIVE VERTEBRATE ANATOMY. Comparative functional morphology

and evolution of organs and organ systems in chordate animals. Major emphasis is placed on gross anatomy of the mammal. Studies of vertebrate tissues are included. Prerequisites: Biology 101, 102, 151, and 152 or consent of instructor. Offered: spring semester of even years.

BIOLOGY 241. (4) *Shear*
INVERTEBRATE ZOOLOGY. An intensive study of the taxonomy, morphology, physiology, and ecology of the invertebrates. The phylogenetic origin of the organ-system is studied in relation to basic adaptive patterns. Biochemical, embryological, morphological, and physiological similarities and dissimilarities are observed. Representative species from the major phyla are studied in the laboratory. Prerequisites: Biology 101, 102, 151 and 152. Offered: fall semester of odd years.

BIOLOGY 243. (4) *Shear*
ENTOMOLOGY. An intensive study of the insects as representatives of the Phylum Arthropoda. Lecture topics will include insect physiology and behavior, insect morphology and classification, social insects, methods of insect control, and insect ecology. Laboratories will consist primarily of work on the local insect fauna. A collection will be required and will form a major part of the student's grade. Prerequisites: Biology 101, 102, 151, and 152. Offered: fall semester of even years.

BIOLOGY 250. (3) *Turney*
BIOETHICS. Examines the growing field of problems lying at the interface between advancing technological expertise in the health fields and the related moral and ethical problems which are being raised by such advances. An attempt will be made to place man in his proper biological perspective and to provide students with the mental tools and outlooks with which they can make intelligent judgments in bioethical matters and then live with their decisions. No lab. This course does not provide credit for a biology major. Prerequisite: none. Offered: spring short term.

BIOLOGY 251. (4) *Gemborys*
BIOECOLOGY. A consideration of physical and biotic factors of the environment and how these factors affect both plant and animal

life. The laboratory will include an intensive study of these relationships as illustrated in both aquatic and terrestrial communities. Field trips will be made. Prerequisite: Biology 101 or consent of instructor. Offered: spring short term on sufficient demand.

BIOLOGY 253-254. (4-1) *Gemborys*
PLANT ECOLOGY. A consideration of the interrelationships between plants and their environment. These relationships will be observed through study of the major plant communities of Virginia. Emphasis will be placed on the role of succession and environment in the development of plant associations. Three lectures and one laboratory per week, first semester; one laboratory per week, second semester. Field trips are required. The work in the second semester will consist of directed study of a problem of interest to the student and will be based on the principles and methods studied in the first semester. Prerequisites: Biology 101, 102, 151 and 152. Offered: 253 in the fall semester of even years; 254 in the spring semester of odd years on demand.

BIOLOGY 260. (4) *Gemborys*
TROPICAL BIOLOGY. A consideration of the biology of plants and animals, including man, living in a tropical environment. Special emphasis will be given to the study of the structure and function of a typical coral reef and to the study of the ecology, physiology, and taxonomy of other locally important marine forms. Laboratory included. Course presented on the Hampden-Sydney campus and at a tropical marine biology laboratory. Prerequisite: permission of the instructor. Offered: on sufficient demand.

BIOLOGY 270. (4) *Gemborys*
ECOSYSTEMS OF THE MIDATLANTIC AND NORTHEASTERN UNITED STATES.

A survey of the significant vegetation types of the Eastern United States, ranging from the Longleaf Pine Forests of Virginia to the Alpine Tundra Formations of New Hampshire. Consideration will also be given to the effects of climatic, geologic, and edaphic influences on the development of these ecosystems. Quantitative methods of vegetation

sampling and statistical techniques will be employed. Laboratory included. Duration: 3 weeks. Prerequisite: none. Offered: spring short term on sufficient demand.

BIOLOGY 311. (4) *Turney*

GENETICS. Principles of heredity and variation as developed from the morphological, physiological, and biochemical levels of gene action. Laboratory exercises include work with classical material such as *Drosophila* as well as more recent activity involving phages and DNA annealing. Some laboratory work and many lecture demonstrations utilize Apple II series and Macintosh computers to model molecular phenomena, perform Mendelian crosses, study population genetics and statistically analyse data. All students will build a personal and customized database using Macintosh series computers. This database then becomes an efficient and serviceable resource when preparing for MCAT examinations or for continuing work in either graduate or professional school. Three lectures and one laboratory per week. Prerequisites: Biology 101, 102, 151 and 152. Offered: spring semester.

BIOLOGY 313. (3) *Shear*

POPULATION BIOLOGY. An introduction to the biological applications of simple statistics and the use of mathematical models in genetics, evolution and ecology. Lecture and discussion sessions will emphasize the derivations of models and statistical formulae, with special attention given to their biological meaning and their appropriateness for use in biology. No special mathematical knowledge will be required beyond algebra and elementary calculus; not recommended for students who have taken Mathematics 103. Prerequisites: Biology 101, 102, 151, and 152; Biology 311 recommended. Offered: on demand.

BIOLOGY 314. (3) *Shear*

EVOLUTIONARY THEORY. An introduction to evolutionary thinking and the modern synthetic theory. Mathematical models of population phenomena will be derived and tested through problem-solving. The process of speciation will be examined, and basic biogeographical principles will be studied. Some discussion of the history of evolutionary biology and the lives of its major contributors will also take place. Prerequisite: Biology 311 or Biology 313. Offered: on demand.

BIOLOGY 321. (4) *Hall*

DEVELOPMENTAL BIOLOGY. Principles of embryology involving physiological, biochemical, and genetic influences on differentiation of cells and tissues with emphasis on the origin of vertebrate organ systems. Prerequisites: Biology 101, 102, 151 and 152. Offered: fall semester of odd years.

BIOLOGY 331. (4) *Turney*

BIOCHEMISTRY-MOLECULAR BIOLOGY. A structural and functional study of the cell with emphasis on the biochemical and ultrastructural aspects of cell metabolism. Laboratory exercises include problems in enzyme kinetics, enzyme isolation, electrophoresis, ion-exchange chromatography, and spectrophotometry. All students will build a personal and customized database using Macintosh series computers. This database then becomes an efficient and serviceable resource when preparing for MCAT examinations or for continuing work in either graduate or professional school. Three lectures and one laboratory per week. Prerequisite: Biology 101, 102, 151 and 152; Prerequisite or corequisite: Chemistry 201. Offered: fall semester.

BIOLOGY 332. (3) *Turney*

PHYSIOLOGY. A continuing treatment of the cell's structure and function with emphasis this semester on muscle contraction, nerve conduction, cell division and differentiation. Supplemental lectures on the cellular basis for homeostasis are included with specific treatments of circulatory physiology, respiratory physiology, and renal physiology. All students will build a personal and customized database using Macintosh series computers. This database then becomes an efficient and serviceable resource when preparing for MCAT examinations or for continuing work in either graduate or professional school. Three lectures per week. Prerequisites: Biology 101, 102, 151 and 152. Biology 331 is a desirable antecedent to Biology 332. Check with the instructor if you have not had Biology 331. Offered: spring semester.

BIOLOGY 334. (1)

Turney

ADVANCED BIOCHEMISTRY. A laboratory course investigating the problems of enzyme purification, intermediary metabolism, and protein synthesis. The exercises involve refinements of the techniques learned in Biology 331 with some additional work utilizing manometric techniques, differential centrifugation, and radioactive tracers. Prerequisite: Biology 331. Offered: spring semester.

BIOLOGY 342. (4)

Gemborys

PLANT PHYSIOLOGY. A consideration of the fundamental life processes of plants including photosynthesis, water relations, growth regulators, photoperiodic responses, and mineral nutrition. Primary emphasis placed on laboratory work. Two lectures, two laboratories per week. Prerequisites: Biology 101, 102, 151 and 152. Offered: on demand.

BIOLOGY 376. (4)

Gemborys

MARINE BIOLOGY AND OCEANOGRAPHY. A study of the physical, chemical, and biological characteristics of the world's oceans, shorelines, and estuaries. The laboratory experience is designed to give the student first-hand knowledge of the methods used in studying aquatic organisms and environments. It will include regular assigned exercises as well as an independent study project. Field trips will be made. Prerequisite: Biology 241, 253, or consent of instructor. Offered: fall semester of odd years.

BIOLOGY 382. (4)

Shear

NEUROBIOLOGY AND BEHAVIOR. The first half of the course will take up the major features of the actions of neurons, as they operate at the cellular level. This will be followed by a discussion of synaptic transmission and signal integration by small systems of nerve cells, with some study of their implications for behavior; identified neurons in invertebrates will be emphasized. Levels of neural integration will be examined using the vertebrate retina as an example. The second half of the course will attempt to integrate this material with what has been learned of animal behavior by the ethologists, and the course will end with an introduction to sociobiology. Laboratories will consist of self-designed independent study projects. Prerequisites:

Biology 101, 102, 151, 152, and two additional semesters of Biology. Biology 382 will be offered in the spring semester of even years.

CHEMISTRY

Professors Porterfield, Sipe; Associate Professors Anderson, Mueller; Assistant Professor Dunn

The requirements for a major in Chemistry are:

1. *All courses from the techniques track (except honors) and the following courses from the concepts track: 110, 120, 210-211, 310-311, 411, and one of the following three groups of additional courses: (a) 410 and one chemistry elective at the 300 or 400 level, or (b) for ACS accreditation in chemistry, 320, 410, and 420, or (c) for ACS accreditation in biochemistry, Chemistry 320, Biology 331, and one biology elective from Biology 215, 220, 311, 321, or 332.*
2. *Satisfactory completion of Mathematics 101-102, Physics 111-112, and Physics 151-152.*

CONCEPTS TRACK

CHEMISTRY 103. (3) Anderson, Mueller
CHEMICAL CONCEPTS IN A TECHNOLOGICAL SOCIETY. A topical study of the impact of the chemical practices of our technological culture on our society, with a concurrent examination of the philosophical basis on which scientific judgments can be soundly formed in societal applications. This course is intended for students with primary interests outside the sciences, and will not satisfy prerequisite requirements for any other chemistry course. Prerequisites: none. Corequisite: none. Chemistry 150 laboratory may be taken concurrently or in a later semester if desired. Offered each semester if staff permits.

CHEMISTRY 105. (3) Sipe
TOXIC CHEMICALS IN SOCIETY. An introduction to selected topics in toxicology, pharmacology, and medicinal chemistry that are essential to an understanding of the role of chemicals in modern society and their impact on us as individuals and as a civilization. Considered in this course will be the risks and consequences of contact with chemicals both intended and unintended, e.g., the use of pharmaceuticals and exposure to hazardous chemicals from industrial wastes. This course is intended for students with

primary interests outside the sciences and will not satisfy prerequisite requirements for any other chemistry course. Prerequisite: None. Offered spring semester if staff permits.

CHEMISTRY 110. (3) Dunn, Porterfield
CHEMICAL CONCEPTS. A survey of the basic concepts of physical chemistry as a foundation for either systematic study of descriptive inorganic chemistry or continuing study of bonding theory in the context of organic chemistry. Some mathematical facility desirable. Prerequisite: none. Corequisite: none. For those students intending to continue in chemistry, Chemistry 150 laboratory should be taken concurrently. Offered each semester; entering freshmen intending majors or careers related to chemistry should take Chemistry 110 in their first semester.

CHEMISTRY 120. (3-3) Porterfield
DESCRIPTIVE INORGANIC CHEMISTRY. A survey of the chemistry of the elements: their natural occurrence, extractive methods, physical forms, laboratory reactions and uses, and commercial and industrial uses, with some economic interpretation of the latter. Some attention will be given to the abundance and exhaustion of resources and to ways in which current and future chemical research can alleviate expected scarcities. Prerequisite: Chemistry 110. Offered: spring semester.

CHEMISTRY 210-211. (3-3) Mueller
CHEMICAL BONDING AND ORGANIC CHEMISTRY. An examination of the qualitative principles of covalent bonding as an introduction to an integrated study of the aliphatic and aromatic compounds of carbon with emphasis on reaction mechanisms, stereochemistry, and conformational analysis. Prerequisite: Chemistry 110. Corequisite: Chemistry 251-252. Offered: 210 in the fall semester, 211 in the spring semester.

CHEMISTRY 310-311. (3-3) Dunn, Sipe
PHYSICAL CHEMISTRY I, II. The theoretical principles of chemistry are developed and used to explain selected chemical phenomena. Chemistry 310 considers thermodynamics, statistics, and kinetics; Chemistry 311 considers introductory quantum mechanics and statistical mechanics. Prerequisites: for Chemistry

310, Chemistry 110, and Mathematics 102; for Chemistry 311, Chemistry 310 is prerequisite. Corequisite: for Chemistry 310, Physics 111. Offered: 310 in the fall semester, 311 in the spring semester.

CHEMISTRY 312. (3) *Dunn, Sipe*
PHYSICAL CHEMISTRY III. The quantum mechanics introduction of Physical Chemistry II is extended to molecular systems and used in the prediction of chemical and spectroscopic properties. The theoretical basis of spectroscopic techniques is examined. Prerequisite: Chemistry 311. Offered in the spring semester.

CHEMISTRY 318. (3) *Staff*
MEDICINAL CHEMISTRY. A study of pharmacologically active compounds with emphasis on chemical structure, mode of action, and the relationships of these factors to therapeutic effects in humans. The major classes of drugs discussed are various central and autonomic nervous system agents, cardiovascular agents, diuretics, antibiotics, and antineoplastic agents. Prerequisite: Chemistry 211 or consent of the instructor. Offered: staff permitting.

CHEMISTRY 320. (3) *Anderson*
BIOCHEMISTRY. An introductory survey. Emphasis is placed upon the application of basic principles of chemical structure, conformational analysis, mechanism, and dynamics to molecules and reactions of importance in living systems. The principal focus is at the molecular level. Proteins are covered extensively, and attention is also given to carbohydrates, lipids, and nucleic acids. The major catabolic pathways are covered in detail. Prerequisite: Chemistry 211 or consent of instructor. Offered: fall semester.

CHEMISTRY 330. (3) *Mueller*
ORGANIC CHEMISTRY III. An extended examination of the concepts introduced in the first two semesters of organic chemistry. Emphasis will be placed on the relationships between structure and mechanism. Articles from chemical journals will be used to show the interaction of experiment and theory in the formulation and development of reaction mechanisms. Prerequisite: Chemistry 211.

Offered: spring semester of odd-numbered years.

CHEMISTRY 410-411. (3-3) *Anderson, Sipe*
CHEMICAL INSTRUMENTATION AND ANALYSIS. Principles of instrumental chemical investigation and analysis. Topics include: basic concepts of electronics applied to chemistry; introduction to analog and digital signal enhancement techniques; computer-assisted acquisition, manipulation, and presentation of data; survey of spectroscopic, electrochemical, mass spectrometric, and chromatographic methods of analysis. Prerequisite: Chemistry 311 or consent of instructor. Offered: 410 in the fall semester, 411 in the spring semester.

CHEMISTRY 420. (3) *Porterfield*
ADVANCED INORGANIC CHEMISTRY. Basic theoretical concepts of inorganic chemistry applied to the principles of inorganic synthesis, and introductory organometallic and bioinorganic topics. Prerequisite: Chemistry 310. Offered: spring semester.

TECHNIQUES TRACK

CHEMISTRY 150. (1) *Staff*
TECHNIQUES OF CHEMISTRY. An extended project involving the independent synthesis and analysis of a coordination compound, requiring the use of library facilities, volumetric and gravimetric techniques of quantitative analysis, and introductory spectroscopic techniques. Breakage deposit: \$35.00. Prerequisites: none. Corequisite: Chemistry 103 or 110. Offered: each semester.

CHEMISTRY 251-252. (1-2) *Staff*
ANALYTICAL AND ORGANIC TECHNIQUES. A series of individualized laboratory projects and related studies designed to continue the student's growth as an independent scientific investigator. The focus is on the design of experiments and interpretations of results. Projects and techniques are drawn largely from analytical, synthetic, and physical organic areas. The design of synthesis procedures and separation schemes is emphasized, and rate studies are correlated to mechanisms. Analytical techniques applied include gas and liquid chromatography, infrared spectroscopy, UV-visible spectrophotometry, nuclear mag-

netic resonance, and mass spectrometry. Breakage deposit: \$35.00. Prerequisites: Chemistry 150. Chemistry 251 is prerequisite to Chemistry 252. Corequisites: Chemistry 210-211. Offered: 251 in the fall semester, 252 in the spring semester.

CHEMISTRY 351-352. (2-2) *Staff*
ADVANCED LABORATORY I. Individual one-semester projects are drawn from the fields of analytical inorganic, organic, and physical chemistry. Projects involve advanced synthetic techniques in organic and in inorganic chemistry, chemical analysis and structure determination by instrumental methods, computer acquisition and reduction of data. Projects include literature searches and journal-style research reports. Weekly seminars include several speakers from regional academic and research organizations. Each student gives at least one research seminar per semester. Chemistry 351-352, 451-452 form a four-semester sequence in which students work one semester with each of the five members of the department. Breakage deposit: \$35.00. Prerequisites: Chemistry 252 for 351; Chemistry 351 for 352, or consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

CHEMISTRY 385. (1) *Staff*
INTRODUCTION TO HONORS RESEARCH. The preparation of a detailed proposal of honors research, based on a thorough literature search, in consultation with the professor who will supervise the honors research project in Chemistry 461-462. Prerequisite: Chemistry 351 and consent of the instructor. Corequisite: Chemistry 352. Offered: on demand.

CHEMISTRY 451-452. (2-2) *Staff*
ADVANCED LABORATORY II. The projects in Advanced Laboratory II are designed to require more student ingenuity than those in Advanced Laboratory I. Projects are drawn from the same fields of chemistry as are those in Advanced Laboratory I. Breakage deposit: \$35.00. Prerequisite: Chemistry 352. Corequisite: Chemistry 401. Offered: 451 in the fall semester; 452 in the spring semester.

CHEMISTRY 461. (3) *Staff*
HONORS ADVANCED LABORATORY. An extended scholarly project, developed in Chemistry 385, conducted in close consultation with a supervising professor, and ordinarily continuing in Chemistry 462. Prerequisite: Chemistry 352, Chemistry 385, and consent of the instructor. Offered: on demand.

CHEMISTRY 462. (3) *Staff*
HONORS ADVANCED LABORATORY. An extended scholarly project, developed in Chemistry 385, initiated in Chemistry 461, and completed in close consultation with a supervising professor. Prerequisite: Chemistry 461 and consent of the instructor. Offered: on demand.

CLASSICS

Professor Emeritus Thompson; Professors Arieti, Tucker; Associate Professor Brinkley

The requirements for a major in Greek are at least 18 hours in Greek above the elementary level, of which 12 hours must be in courses at the 300 level or above; Philosophy 301; History 301, 302; Fine Arts 201. The requirements for a major in Latin are at least 18 hours in Latin above the elementary level, of which 12 hours must be in courses at the 300 level or above; Philosophy 301; History 301, 302; Fine Arts 201.

A concentration in Greek and Latin will require at least 12 hours in each language, including six hours in one at the 300 level or above; Philosophy 301; Fine Arts 201; History 301, 302.

The requirements for a major in Classical Studies are at least 6 hours of Greek or Latin above the elementary level and 24 hours to be selected from the following: courses in the Greek and Latin languages and in Classical Studies; Philosophy 301; History 301, 302; Fine Arts 201. None of the thirty hours taken to satisfy the requirements for this major may be used in the Humanities portion of the distribution requirements.

GREEK

GREEK 101-102. (3-3) **Arieti**

ELEMENTARY GREEK. This course advances the student rapidly into the reading of classical and New Testament Greek texts by combining a uniquely ordered study of forms, vocabulary, and syntax with carefully chosen illustrative reading material, which consists almost entirely of authentic passages from ancient texts. Considerable attention is given to developing sound appreciation of Greek cultural values by exhaustive study of significant vocabulary. Emphasis is given to the development of the student's command of English grammar, diction, and vocabulary by comparative and contrastive exercises. Prerequisite: none. Offered: 101 in the fall semester; 102 in the spring semester.

GREEK 201-202. (3-3) **Brinkley**

INTERMEDIATE GREEK. Reading and analysis of selections from Greek prose and verse, and a continuing study of grammar and

vocabulary. Prerequisite: Greek 101-102. Offered: 201 in the fall semester; 202 in the spring semester.

GREEK 301. (3) **Brinkley**

THE GREEK NEW TESTAMENT. Passages from the Synoptic Gospels and *Acts* are read, and a survey of the peculiarities of *koiné* Greek is made. Attention will be given to textual problems, especially those which have theological implications. Prerequisites: Greek 201-202. Offered: on sufficient demand.

GREEK 302. (3) **Brinkley**

GREEK DRAMA. Representative plays of Aeschylus, Sophocles, Euripides, or Aristophanes will be read and discussed as dramatic pieces and in their relation to the origin of tragedy and comedy and the development of the theatre. Prerequisites: Greek 201-202. Offered: on sufficient demand.

GREEK 303-304. (3-3) **Arieti**

GREEK HISTORIANS. Selections from the major historians will be read, with emphasis on developing the student's capacity to read Greek prose and on his appreciation of the writers' contributions to Western historiography. Some parallel reading in English is required. Prerequisites: Greek 201-202. It is further suggested that the student have had or be enrolled in History 301. Offered: on sufficient demand.

GREEK 305-308. (3 each semester) **Staff**

ADVANCED READINGS IN GREEK LITERATURE. The reading and discussion of selected works of Greek literature, chosen according to the needs of the class. Among authors that may be selected are Homer, Plato, Plutarch, Lucian, and the Athenian orators. Prerequisites: Greek 201-202. Offered: on sufficient demand.

LATIN

LATIN 101-102. (3-3) **Tucker**

ELEMENTARY LATIN. This course is designed for students with no previous experience with Latin. The text is written for adults; the sentences and drill exercises in forms and syntax are based on classical authors. Considerable emphasis is placed on

expanding the student's vocabulary and grasp of language structure. Offered: 101 in the fall semester; 102 in the spring semester.

LATIN 201-202. (3-3) *Brinkley, Tucker*
INTERMEDIATE LATIN. Reading and analysis of selections from Latin prose and verse, and a continuing study of grammar and vocabulary. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester.

LATIN 301-302. (3-3) *Tucker*
MASTERPIECES OF LATIN LITERATURE. A survey of Latin literature of the Republic and the Empire. Prerequisite for 301: Latin 201-202 or equivalent. Prerequisite for 302: 301. Offered: 301 in the fall semester; 302 in the spring semester.

LATIN 401-408. (3 each semester) *Staff*
ADVANCED READINGS IN LATIN LITERATURE. The courses will be devoted to intensive study of individual authors such as Lucretius, Tacitus, Livy, Ovid, Horace, or to literary genres such as Roman satire, elegiac poetry, epistolography, history. Prerequisite: Latin 301-302 or equivalent. Offered: on sufficient demand.

LATIN 411. (3) *Brinkley*
LATIN COMPOSITION AND GRAMMAR. Prerequisites: Latin 301-302 or equivalent, or permission of the instructor. Offered: on sufficient demand.

LATIN 412. (3) *Thompson*
LATIN PALAEOGRAPHY. Prerequisite: Latin 301-302 or equivalent, or permission of the instructor. Offered: on sufficient demand.

CLASSICAL STUDIES

Courses offered under the rubric of Classical Studies require no knowledge of Latin or Greek.

CLASSICAL STUDIES 201. (3) *Thompson*
ENGLISH ETYMOLOGY. A study of English words as derived from the classical languages. The purpose of the course is to broaden the student's vocabulary through a

study of the historical development of an important element of the English language. No prior knowledge of Greek or Latin is presumed. Not open to freshmen. Offered: each semester.

CLASSICAL STUDIES 202. (3) *Brinkley*
CLASSICAL MYTHOLOGY. A comprehensive survey of Greco-Roman mythology, with the aim of providing the student with a working knowledge of a significant element in Western culture and its creative achievements. Readings and lectures cover both the content of the mythology and its linguistic, archaeological, and anthropological significance. Offered: alternate spring semesters.

CLASSICAL STUDIES 203. (3) *Tucker*
GREEK LITERATURE IN TRANSLATION. Reading and discussion of major works of classical Greek literature. Literary themes and techniques will be considered, as well as the influence of Greek writings on later literature. No knowledge of Greek is required. Offered: fall semester.

CLASSICAL STUDIES 204. (3) *Tucker*
LATIN LITERATURE IN TRANSLATION. Reading and discussion of major works of classical Latin literature. Literary themes and techniques will be considered as well as the influence of Latin writings on later literature. No knowledge of Latin is required. Offered: spring semester.

CLASSICAL STUDIES 301. (3) *Arieti*
HUMANISM IN ANTIQUITY. An intellectual history of the ancient world, ranging from Hesiod's *Theogony*—an account of the genesis of the Greek Gods—to Boethius, the man who undertook to synthesize Plato and Aristotle. Readings include works by major figures, like Herodotus, Plato, and Augustine, as well as some by minor figures, like Minucius Felix and Basil. Emphasis will be placed on such questions as what the ancients meant by "happiness," "human," and "nature," and how their views developed under paganism and Christianity. Prerequisites: Any of the following: Humanities 101, History 301, 302, Latin or Greek at the 200 level or above, Classical Studies 203, 204 or permission of the instructor. Offered in alternate years.

ECONOMICS

HISTORY 301. (3)

Arieti

GREEK HISTORY. An historical survey of the cultural, political, economic, and social aspects of Greek civilization to the time of the late Roman Empire. This course does not assume a knowledge of Greek and will not satisfy any of the language requirements. It carries credit toward a History major. Offered: fall semester.

HISTORY 302. (3)

Arieti

ROMAN HISTORY. A comprehensive survey of the rise and decline of Rome as a world-state and as the matrix of subsequent Western civilization. Primary emphasis is placed on the social, political, economic, and diplomatic forces in the evolution of Roman supremacy in the Mediterranean. Special attention is given to the development of the civil law and the origin of basic Western legal concepts. This course does not assume a knowledge of Latin and will not satisfy any of the language requirements. It carries credit toward a History major. Prerequisite: none. Offered: spring semester.

LINGUISTICS 301. (3)

Brinkley

DESCRIPTIVE LINGUISTICS. An introduction to the techniques, findings, and insights of modern linguistics, "the most scientific of the humanities and the most humane of the sciences." Special attention is given to developing analytical appreciation of contemporary American English, on which most of the class exercises are based. A general course for all those interested in the nature of language. Prerequisite: sophomore or higher standing. Offered: on sufficient demand.

LINGUISTICS 302. (3)

Brinkley

HISTORICAL LINGUISTICS. Thorough study of the comparative method of linguistic reconstruction, and of modern views of the nature of linguistic evolution. Each student is required to do practical, independent work in a language of his competence, which may be English. Prerequisite: Linguistics 301 or English 341. Offered: on sufficient demand.

Associate Professors Angresano, Gibson, Hendley^S, Townsend; Assistant Professors Holleran^F, Csaplari; Visiting Assistant Professor Sami; Lecturer Stern

The requirements for all students majoring in Economics are 27 hours in Economics, to include Economics 301 and 303, and, in addition, Mathematics 103 and 104. They are also expected to take the two required Mathematics courses prior to the junior year and to complete Economics 301 and 303 during the junior year. Beyond these specific courses, the student may choose between concentrations in General Economics and in Management Economics. The General Economics concentration requires the student to take Economics 401 and 402. For the Management Economics concentration, the student must take Economics 221, 222, 421, and 422. Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

ECONOMICS 101. (3)

Staff

INTRODUCTION TO ECONOMICS.

A survey of the basic concepts used to analyze economic questions. Prerequisite: none. Offered: each semester.

ECONOMICS 103. (3)

Staff

MONEY AND BANKING. Analysis of the fractional reserve banking system, its place in financial markets and the American economy. The Federal Reserve System and its relation to the banking system are analyzed. Monetary and fiscal policies are examined in the light of Keynesian and Monetarist theory. Prerequisite: Economics 101. May not be taken by a student who has had Economics 303, except with permission of the instructor. Offered: each semester.

ECONOMICS 201. (3)

Angresano

COMPARATIVE ECONOMIC SYSTEMS.

An examination of the major economic systems with emphasis on implications for resource allocation, income distribution, and economic growth. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 203. (3)

Holleran

GENERAL ECONOMIC HISTORY. Study

of the origins and spread of modern economic growth in Western Europe and North America, with emphasis on 18th and 19th century experience. Prerequisites: Economics 101. Offered: fall semester.

ECONOMICS 204. (3) Holleran
TOPICS IN ECONOMIC HISTORY.

Selected topics of historical and economic significance are examined using the tools of economics. Prerequisites: Economics 101. Offered: on demand.

ECONOMICS 205. (3) Angresano
HISTORY OF ECONOMIC THOUGHT.

A survey of the development of economics from mercantilism through marginalism. Emphasis will be on the works of the central figures in the evolution of the discipline, including Smith, Ricardo, Mill, Marx, and Marshall. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 208. (3) Hendley

PUBLIC FINANCE. An analysis of the process of government decision-making and of the effects of governmental budgetary decisions, particularly tax decisions, on individual and business choices. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 210. (3) Angresano

ECONOMIC DEVELOPMENT. A study of fact, theory, and policy in underdeveloped economies. Problems of capital formation, population, agriculture, international trade, foreign aid, etc. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 212. (3) Townsend

ENVIRONMENTAL ECONOMICS. This course examines the economic determinants of environmental change and analyzes the principal remedies proposed for the problems of pollution, resource exploitation, and overpopulation. Case studies will be used to illustrate, and will require use of, the concepts of public goods, externalities, benefit-cost analysis, and government regulation. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 213. (3) Hendley
ECONOMICS OF THE LAW. Application of

economic analysis to the civil law, with primary emphasis upon the common law of property, torts, and contracts. Examination of the effects of legal institutions and precedents on economic choices and study of the economic logic of law. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 220. (3) Stern

CORPORATION FINANCE. The financial organization and management of a business corporation. The course includes a study of methods of obtaining capital, financial policy, mergers, reorganization, and liquidation. Prerequisite: Economics 101; Economics 221 (or equivalent) is recommended but not required. Offered: fall semester.

ECONOMICS 221. (3) Gibson

MANAGEMENT ACCOUNTING AND ANALYSIS. Study of the sources, organization, and uses of data generated by double-entry accounting. Emphasis will be placed on managerial accounting techniques. Prerequisites: Economics 101 and sophomore standing. Offered: both semesters.

ECONOMICS 222. (3) Gibson

NATURE, MANAGEMENT, AND ENVIRONMENT OF BUSINESS. An introductory survey of the organization and management of the business enterprise, with an emphasis on the functional areas. Prerequisites: Economics 101 and sophomore standing. Offered: fall semester.

ECONOMICS 231. (3) Gibson

FINANCIAL ACCOUNTING AND ANALYSIS. A comprehensive introduction to the fundamental principles and procedures of financial accounting. Course emphasis will be placed on the description, derivation, and interpretation of the primary financial statements. Prerequisite: Economics 101. Offered: fall semester. Note: Economics 231 will not fulfill the accounting requirement for the Management Economics concentration; only Economics 221 will fulfill this requirement.

ECONOMICS 260. (3) Csaplar

INTERNATIONAL ECONOMICS. Examination of the basis of international trade, the balance of international payments and

adjustment mechanisms. Application of the theory to current problems of international payments and trade. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 301. (3) *Staff*
MICROECONOMIC THEORY. A study of the theory of consumer behavior, production, and pricing; comparison of resource allocation in competitive and noncompetitive markets. Prerequisite: Economics 101 and junior standing. Offered: each semester.

ECONOMICS 303. (3) *Staff*
MACROECONOMIC THEORY. Analysis of theories applied to the problems of income determination, unemployment, and inflation in modern industrial economies. Prerequisite: Economics 101 and junior standing. Offered: each semester.

ECONOMICS 306. (3) *Staff*
ELEMENTS OF ECONOMETRICS. A study of the application of statistical analysis to economic problems with a review of basic statistical techniques followed by extensive reading of empirical work in economic literature. Prerequisites: Economics 101 and Mathematics 103. Offered: spring semester.

ECONOMICS 308. (3) *Townsend*
MATHEMATICAL ECONOMICS. Exposition of the mathematical structure of economic theories with particular attention to static and comparative static analysis, game theory, and unconstrained and constrained optimization models. Prerequisites: Economics 301 and Mathematics 101. Offered: spring semester of even years.

ECONOMICS 401. (3) *Townsend*
SEMINAR IN INTERMEDIATE ECONOMIC ANALYSIS. Application of macroeconomic and microeconomic decision tools to problems of business cycles and forecasting and to problems of economic welfare. A capstone course in economics, the seminar enables students to use the tools of intermediate theory as devices for dynamically modeling the economy and forecasting trends in economic activity. Prerequisites: Economics 301 and 303. Offered: fall semester.

ECONOMICS 402. (3) *Hendley*
SEMINAR IN PUBLIC POLICY ANALYSIS. A seminar designed primarily for seniors concentrating in General Economics and intended to explore the application of economic analysis to a variety of public-policy issues. Prerequisites: Economics 301 and 401 or permission of the instructor. Offered: spring semester.

ECONOMICS 421. (3) *Holleran*
MANAGERIAL ECONOMICS. Application of microeconomic decision tools to managerial problems of the firm. The class time will be divided between a discussion of tools to be used and application of those tools. Prerequisite: Economics 301. Offered: fall semester.

ECONOMICS 422. (3) *Gibson*
SEMINAR IN BUSINESS PROBLEMS. The purpose of this course is to integrate the student's knowledge of the business system. Discussion of problems, independent investigation, and communication of conclusions by the student are emphasized. Prerequisites: Economics 221, 222, and senior standing or permission of the instructor. Offered: spring semester.

CONCENTRATION IN ECONOMICS WITH MATHEMATICS

The Departments of Economics and Mathematics offer a concentration in Economics with Mathematics for students interested primarily in the quantitative aspects of Economics. The concentration consists of the following courses:

ECONOMICS 101.
ECONOMICS 301, 303.
ECONOMICS 306, 308.
Two elective courses in Economics.
MATHEMATICS 101, 102, 103.
MATHEMATICS 201, 202.
COMPUTER SCIENCE 221.

With the permission of the two departments, a student may substitute within the same discipline for the above courses. A substitution must, however, be consistent with the concentration's objective of a tightly integrated program grounding the student in the mathemat-

ENGLISH

ical concepts most widely used in Economics, and exploring the areas of Economics best illustrating the application of quantitative techniques.

Professors Bagby, S. Colley, Martin, Simpson; Associate Professors Saunders, Schiffer; Lecturer Rhoads; Poet-in-Residence and Lecturer O'Grady

The requirements for a major in English are 30 hours, including two semesters each of History of English Literature (211-212), American Literature (221-222) and Shakespeare (333-334); a genre course; a period course; a single-author course other than Shakespeare. In addition to these thirty hours, majors must take one course in British History (201-202). At least one course in philosophy and at least two semesters in foreign languages beyond the proficiency requirements are recommended. English courses taken at other institutions and presented for major credit must be approved in writing by the Department of English; for current students this approval must be secured in advance, and for transfer and former students it must be secured at entrance.

ENGLISH 204. (3) *Bagby*
AMERICAN NATURE WRITING. A study of selected American works which deal with the relationship between man and the natural world. The course is an examination of American attitudes toward the uses of nature—as a source of delight, of ethical wisdom, and of revelation in some larger sense—and of the methods by which the individual can prepare himself to receive such benefits. Authors to be considered include Cooper, Emerson, Thoreau, Dickinson, Frost, Hemingway, and Faulkner. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 205. (3) *Staff*
UTOPIAN LITERATURE. This study of representative accounts of ideal societies and the perfection of man begins with Plato's *Republic* and More's *Utopia* as bases; other readings include works from the classical era to the present, with concentration on American and British literature of the nineteenth and twentieth centuries. Authors to be considered include Howells, Butler, Bellamy, Huxley, and Orwell. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 206. (3) *Martin*
LITERATURE AND YOUTH. A study of the *Bildungsroman*, a type of novel recounting the youth and young manhood of a character attempting to learn the nature of the world, discover its meaning and pattern, and acquire a philosophy of life. Readings include works by Joyce, Wolfe, Ellison, Hemingway, Updike, Conrad, and others. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 207. (3) *Martin*
LITERATURE OF WAR. Major literary works concerning war are studied, with special attention to the ways in which war has occasioned great literature and to such recurring themes as suffering and heroism. Reading is concentrated in works of the nineteenth and twentieth centuries, but includes works of the ancient, medieval, and Renaissance periods. Emphasis is on novels of Crane, Hemingway, Mailer, Greene, Heller, and Vonnegut. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 209. (3) *Simpson*
THE SHORT NOVEL. This course will include British, European, American, and South American authors and works. Students will read about fifteen short novels by such authors as Henry James, William Faulkner, Katherine Ann Porter, and Philip Roth or Saul Bellow; Leo Tolstoy, Franz Kafka, Thomas Mann, and Fyodor Dostoevsky; Joseph Conrad and perhaps R. L. Stevenson, E. M. Forster, D. H. Lawrence, and Doris Lessing; and Gabriel García Márquez. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 211-212. (3-3) *Staff*
THE HISTORY OF ENGLISH LITERATURE. The first semester surveys major authors, works, and literary types from the beginnings through the eighteenth century, including Chaucer, Shakespeare, and Milton; the second semester continues the history to the present day, including Wordsworth, Tennyson, and Eliot. Appropriate critical approaches other than the historical are employed. Prerequisite: none. Offered: 211 in the fall semester; 212 in the spring semester.

ENGLISH 221-222. (3-3) *Bagby, Simpson*
AMERICAN LITERATURE. A general study of American literature from colonial times through the Civil War (221) and from the Civil War to the present (222). The emphasis is upon major figures: Hawthorne, Melville, Emerson, and Thoreau; and Whitman, Dickinson, Twain, James, Frost, and Faulkner. Prerequisite: none. Offered: 221 in fall semester, 222 in spring.

ENGLISH 224. (3) *Staff*
INTRODUCTION TO AFRO-AMERICAN LITERATURE. The works of major black American authors are treated historically and critically, with the aim of understanding what "the American experience" has meant to Afro-Americans. Poetry (from Dunbar to Don L. Lee) and fiction (from Toomer to Baldwin) are the main concerns, but some attention is also given to non-fiction prose (from Douglass to Malcolm X). Prerequisite: none. Offered: on sufficient demand.

ENGLISH 231. (3) *O'Grady*
INTRODUCTORY CREATIVE WRITING. A workshop in the craft of writing poetry and short fiction. The general approach will be to examine selected short works as models and to present copies of student writing to the class for discussion and criticism. Prerequisite: consent of the instructor. Offered: fall semester.

ENGLISH 232. (3) *O'Grady, Schiffer*
ADVANCED CREATIVE WRITING. A continuation of English 231 with greater emphasis placed on developing an individual style in a specific genre. This workshop will also focus on writing poetry and short fiction. Prerequisite: consent of the instructor. Offered: spring semester.

ENGLISH 235. (3) *Martin*
THE ART OF THE ESSAY. A workshop in the craft of modern essay writing. Students will examine classic and experimental essays for technique and content. Emphasis will be placed on individual style, but imitation of selected works will be encouraged. Prerequisites: Rhetoric 101-102 and consent of the instructor. Offered: on sufficient demand.

PERIOD COURSES

ENGLISH 300. (3) *Martin*
MEDIEVAL ENGLISH LITERATURE. A study of Old English and Middle English literature (exclusive of Chaucer), surveying major authors and works, important literary genres, and characteristic human values of the English middle ages. Readings will be in modern translation; knowledge of the Old English and Middle English languages is not required. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 301. (3) *Schiffer*
LITERATURE OF THE ENGLISH RENAISSANCE. Masterpieces of Tudor and Stuart literature (exclusive of Shakespeare and Milton) will be treated in relation to the historical, cultural, and intellectual milieu of the Renaissance in England, 1485-1660. Readings will include works of poetry, drama, fiction, and prose non-fiction by More, Sidney, Spenser, Marlowe, Donne, Jonson, and others. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 302. (3) *Saunders*
EIGHTEENTH-CENTURY LITERATURE. A critical study of the major writers of the eighteenth century, particularly Pope, Swift and Samuel Johnson, and of the central imaginative concerns of the transition from the Renaissance world view to the Romantic and post-Romantic era. There is a concentration on satire, but with some attention to drama, the novel, lyric poetry, and miscellaneous prose. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 303. (3) *Bagby*
THE ENGLISH ROMANTICS. The six major Romantics—Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats—are read critically. Primary emphasis is on the poetic vision of each writer, with some attention also to the continuing struggle of "the Romantic imagination." Prerequisite: none. Offered: fall semester of even years.

ENGLISH 304. (3) *Saunders*
VICTORIAN LITERATURE. This course concentrates on the major Victorian poets—

Browning, Tennyson, and Arnold—and samples the minor ones. It examines the prose writings of Carlyle, Darwin, Mill, and Arnold; and it peeks into the prose fiction of at least one significant Victorian novelist—probably Dickens. Prerequisite: none. Offered: fall semester of even years.

GENRE COURSES

ENGLISH 311. (3) *Staff*
EPIC WRITING IN ENGLISH AND AMERICAN LITERATURE. This study of the epic tradition starts with a brief glance at the classical epic and then focuses on epic writing in English and American literature. Readings may include *Beowulf*, *Morte D'Arthur*, *Paradise Lost*, *Moby-Dick*, and selections from heroic poems. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 313. (3) *Staff*
ENGLISH DRAMA. A survey of English drama, exclusive of Shakespeare. The nature and origins of drama as a literary genre are studied, with attention to the characteristics of tragedy, comedy, and other types. Readings include representative plays from the medieval, Renaissance, Restoration, neoclassical, Romantic, and Victorian periods. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 314. (3) *Simpson*
MODERN DRAMA. American, British, and European plays since 1880 are read. Playwrights may include Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Pirandello, García Lorca, Brecht, Tennessee Williams, and Arthur Miller. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 316. (3) *Bagby*
MODERN BRITISH AND AMERICAN POETRY. A critical study of major poets of the twentieth century, such as Yeats, Eliot, Frost, Williams, Stevens, Hughes, and Ammons. It is intended less as a historical overview than as a close examination of the poetic worlds of the individual writers. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 317. (3) *Simpson, Saunders*
ENGLISH NOVEL. The English novel is studied from its inception with Defoe and Fielding in the eighteenth century to the end of the nineteenth century. Major novelists to be read include Austen, the Brontë sisters, Dickens, Thackeray, and Hardy. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 318. (3) *Simpson*
MODERN BRITISH AND AMERICAN NOVEL. Major twentieth-century novelists in English are read, including Conrad, Joyce, D. H. Lawrence, Graham Greene, Hemingway, Faulkner, and Steinbeck. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 320. (3) *Simpson*
THE SHORT STORY. Readings are drawn from American, British, and European short stories, and from criticism and the theory of fiction. Authors may include Poe, Hawthorne, James, Twain, O. Henry, Lardner, Hemingway, and Faulkner; Joyce, Saki, Maugham, Mansfield, D. H. Lawrence, and H. G. Wells; Maupassant, Chekhov, Pushkin, Kafka, García Márquez, and Thomas Mann. Prerequisite: none. Offered: spring semester of odd years.

SINGLE-AUTHOR COURSES

ENGLISH 330. (3) *Martin*
CHAUCEER. *The Canterbury Tales*, *Troilus and Criseyde*, and other main poems of Chaucer are studied. Attention is given to the literary and cultural background of Chaucer's works. Most readings are in Middle English, but prior knowledge of the Middle English language is not required. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 333-334. (3-3) *Schiffer*
SHAKESPEARE. The early comedies, histories, and tragedies; the sonnets; and *Venus and Adonis* and *The Rape of Lucrece* are treated in first semester. The later histories, the "problem plays," the great tragedies, and the romances are read in second semester. Both courses stress the development of Shakespeare as a literary artist. Prerequisite: none. Offered: 333 in the fall semester; 334 in the spring semester.

ENGLISH 335. (3) *Schiffer*
MILTON. A study of Milton's poetry, with emphasis upon *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes* as a trilogy. Milton's life and his prose are considered insofar as they contribute to an understanding of his thought and poetic achievement. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 337. (3) *Saunders*
DICKENS. A study of Dickens' novels and his development as a writer, focusing primarily on the evolution of his style and characterizations, but with some attention also to special topics like Dickens' humor, his social themes, and the serial publication of the novels. At least one of the long novels (e.g., *Bleak House*) will be read throughout the semester in its serial parts. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 338. (3) *Simpson*
FAULKNER. An early novel, the four great novels of his "second period," several significant short stories, and a number of articles and poems are among the readings from Faulkner's work intended to display his diverse talents, multiple themes, and innovative techniques. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 339. (3) *Martin*
HEMINGWAY. The major novels, stories, and essays of Ernest Hemingway are read and critically evaluated. The relationship between Hemingway's personal life and the style, subject matter, and heroic code of his fiction is central, but emphasis is on the fiction, not the life. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 401. (3) *Brinkley*
HISTORY OF THE ENGLISH LANGUAGE. A general introduction to the English language as modern linguistics defines and describes the evolutionary forces that have determined its sound- and form-systems, syntax, and vocabulary. Considerable attention is paid to identifying the diagnostic features of the various phases in the development of the language, to the social and other non-linguistic factors in language development, and to the

FINE ARTS

peculiar history of American English and its dialects. Prerequisite: none, but English 211-212 is strongly recommended. Offered: fall semester of odd years.

SEE ALSO Classical Studies 201, English Etymology; and Linguistics 301 and 302, Descriptive and Historical Linguistics.

ENGLISH 405. (3) *Staff*
LITERARY CRITICISM. A study of critical theories from Aristotle to the present, especially of modern trends in criticism, and an introduction to the practice of critical techniques. An attempt is made to arrive at a reasonably comprehensive and synthesizing view of our literary heritage, both English and American. Prerequisite: none. Offered: on sufficient demand.

Professor Emeritus Thompson; Professor Coy; Adjunct Professor C. H. Colley; Associate Professor Kidd; Assistant Professor Lewis; Lecturer Michel*

FINE ARTS 101. (1) *Staff*
MUSIC READING AND SINGING. The purpose of this course is to teach the ability to read music. To that end, two coordinated systems will be applied in all in-class drill and practice: the movable-do system of solmization to aid in recognition of pitch, and the English system of chanted and sung rhythmic syllables to aid in recognition of rhythmic patterns. Students will practice reading music in both treble and bass clefs. Music reading ability will be developed and practiced by singing a set of reading exercises of graded difficulty and appropriate pieces from the choral literature. Fundamentals of singing will also be studied and applied, including principles of good posture, breathing, tone quality and intonation. When appropriate, works prepared in class will be performed in public at the end of the semester. Prerequisite: none. Offered: every semester.

FINE ARTS 103. (3) *Kidd*
INTRODUCTION TO MUSIC LITERATURE. This course examines music in its historical and cultural context through readings, guided listening, audio-visual materials, and lecture demonstrations. No special musical knowledge or ability is required. The course is open to all students. Prerequisite: none. Offered: every semester.

FINE ARTS 105. (3) *Colley, Lewis*
INTRODUCTION TO THE VISUAL ARTS. An introductory course in art appreciation, involving study and analysis of the various visual arts and their historical and contemporary relationship to society. No special artistic ability is required. The course is open to all students. Prerequisite: none. Offered: every semester.

FINE ARTS 201-202. (3-3) *Thompson*
THE HISTORY OF ART. This course is designed to promote the enjoyment of the fine arts — painting, architecture, and sculpture. A knowledge of ancient, medieval, and modern history and of ancient and modern

languages is useful as background information but is not a requirement. Fine Arts 202 may include a spring trip to the Washington galleries. Not open to freshmen. Prerequisite: none. Offered: 201 in the fall semester; 202 in the spring semester.

FINE ARTS 206. (3) *Lewis*
WESTERN ART OF THE 19TH AND 20TH CENTURIES. The painting, sculpture, and architecture of Europe and North America in the modern age, presented in the context of contemporaneous philosophical thought and historical events. Prerequisite: Fine Arts 105, 201, or 202. Offered: spring semester.

FINE ARTS 207. (3) *Staff*
INTRODUCTION TO THEATRE. This course is designed for students interested in understanding plays in the context of theatre history and of performance circumstances. Previous theatrical experience is desirable but not necessary. Plays to be read will be drawn from various periods of history and types of drama, from the Greeks to the Theatre of the Absurd. Scenes may be performed, with the emphasis upon interpretation rather than mechanics or technique. Prerequisite: none. Offered: each semester.

FINE ARTS 211-212. (3-3) *Kidd*
FUNDAMENTALS OF MUSIC THEORY. These courses are designed to aid in the understanding of the fundamentals of music as well as in developing elementary analytical skills followed by application through synthesis (writing and singing). Among topics to be covered: fundamentals, harmonic functions, counterpoint, small-musical forms, compound forms, sight-reading, keyboard, melodic-rhythmic dictation, and score study. Fine Arts 212 is an advanced continuation of 211. Prerequisite: Fine Arts 103 or permission of the instructor. Offered: 211 in the fall semester, 212 in the spring semester.

FINE ARTS 215. (3) *Lewis*
BEGINNING DRAWING. The development of basic drawing skills in accordance with the concepts of art. A studio course. Prerequisite: none. Offered: every semester.

FINE ARTS 217. (3) *Lewis*
BEGINNING PAINTING. An introduction to the history of painting through projects which trace the evolution of painting processes. A studio course. Prerequisite: Fine Arts 215, or permission of the instructor. Offered: on sufficient demand.

FINE ARTS 302. (3) *Kidd*
TOPICS IN MUSIC HISTORY. This course will go into considerable depth in the selected topic(s) for the particular semester, e.g., song, instrumental music, choral music, opera, musical theatre, jazz, etc. The study will be analytical (aural and visual) with some individual research and analysis and several written reports of observations and findings. Prerequisite: Fine Arts 103 or permission of instructor. Offered: spring semester.

FINE ARTS 321. (3) *Staff*
THEORY AND PRACTICE OF THEATRE. The first portion of the course will concentrate on the theory and practice of the most central of all theatre activities, acting, with specific study of the works of Stanislavsky. The final weeks of the course will, according to the interests of individual students, offer opportunities for studying the theory and practice of directing, (more) acting, lighting, set design, theatre design and playwriting. Prerequisite: Fine Arts 207 or consent of the instructor. Offered in both fall and spring semesters.

FINE ARTS 385. (3) *Lewis*
INTERMEDIATE DRAWING. An extension of Fine Arts 215 into more complicated visual problems, work from the human figure, and the use of more varied drawing materials. A studio course. Prerequisite: Fine Arts 215. Offered: on sufficient demand.

HISTORY

Professors Heinemann, Laine, Simms; Associate Professor Fitch; Assistant Professors Hattox, Prazniak; Visiting Assistant Professor Pilkington; Lecturer Langlois

The requirements for a major in History are 33 hours in history courses, including History 101-102 and 499. Of the remaining 24 hours, 9 must be in the field of United States history and 9 in any field outside United States history.

All 300 and 400 level courses are open only to juniors and seniors or with the consent of the instructor.

Students are encouraged to develop individualized majors in consultation with a member of the History department. Such a major would give a student a thorough foundation in history while offering him the opportunity to pursue topics of interest in related disciplines. Special topics are offered in History 485, 490.

HISTORY 101-102. (3-3) *Hattox, Laine, Langlois, Pilkington, Prazniak, Simms*
WESTERN CIVILIZATION. The study of Western civilization from the Renaissance and Reformation to the present century, with emphasis on those movements and institutions which have determined the form of the contemporary Western World. Students majoring in history must take this course no later than their junior year. It is a natural sequel to Humanities 101-102 (Western Tradition). Prerequisite: none. Offered: each semester. Not open to seniors.

HISTORY 111-112. (3-3) *Fitch, Heinemann, Pilkington*
UNITED STATES. The first semester is confined to the period from the establishment of the colonies to the close of the Civil War, with emphasis on the period following 1763, especially the years 1830-1860. The second semester begins with Reconstruction and goes through World War II with emphasis on the rise of progressivism and the New Deal. If time permits, developments in the post-war period will be considered. Prerequisite: none. Offered: each semester. Not open to seniors.

HISTORY 201-202. (3-3) *Laine*
ENGLAND AND THE BRITISH EMPIRE.

The origins and growth of English institutions and their spread to other parts of the world. Particular attention is devoted to the English contribution in government and law, to Britain's relations with the rest of the world, and to the rise and decline of her empire. The second semester begins with the Restoration in 1660. Prerequisite: none. Offered: 201 in the fall semester; 202 in the spring semester.

HISTORY 203-204. (3-3) *Simms*
RUSSIA. The first semester covers the period from the founding of Kievan Russia in the ninth century to the end of Nicholas I's reign in 1855. The second semester carries the story to the present. Prerequisite: Open only to juniors and seniors, or with the permission of the instructor. Offered: 203 in the fall semester; 204 in the spring semester.

HISTORY 205-206. (3-3) *Prazniak*
EAST ASIA. Beginning with the evolution of an East Asian cultural sphere from the second millennium B.C. to the sixteenth century, this course surveys the historical developments which shaped the societies of China, Japan, and Korea. The second semester focuses on the East Asian encounter with Western European civilization and the experiences of China and Japan as they sought to incorporate the science and technology of Western origins into their own cultural traditions and national needs. Topics include Confucian society, Japanese feudalism, the Opium War, the Chinese Communist Revolution, and the emergence of Japan as a world economic power. Prerequisite: none. Offered: 205 in the fall semester; 206 in the spring semester.

HISTORY 207-208. (3-3) *Hattox*
MIDDLE EAST SURVEY. The Arab East, Turkey, and Iran in the Islamic age. The first semester will cover the life and mission of Muhammad, Islam as a religion, medieval Islamic civilization, the coming of the Turks, the crusades, and the development and decline of the Ottoman Empire. The second semester will cover the challenge of the West, the problems of modernization, the development of nationalism, the Arab-Israeli conflict, and the

rebirth of Islamic fundamentalism as a political force. Prerequisite: None.

HISTORY 211. (3) *Fitch*
COLONIAL AMERICA. After a consideration of the motives of English colonization and the actual establishment of the colonies, particular attention is given to the factors shaping the economic, social, and political institutions of colonial America, and to the origins of the Revolution. Prerequisite: none.

HISTORY 212. (3) *Fitch*
THE AGE OF THE AMERICAN REVOLUTION, 1763-1815. A survey which examines the processes which led to the creation of the American Republic. Emphasis is given to the causes of the Revolution and the emergence of American nationalism, the Confederation era, the creating of the Constitution, and the early years of the Republic. Prerequisite: none. Offered: spring semester.

HISTORY 213-214. (3-3) *Heinemann*
CIVIL WAR AND RECONSTRUCTION. The United States from the War of 1812 to the Compromise of 1877. The first semester studies the origins of the Civil War, emphasizing the themes of nationalism and sectionalism, slavery, abolition, and the breakdown of the political system. The second semester investigates the waging of war, with some attention given to military events, and the efforts to restore the Union. Prerequisite: none. Offered: 213 in the fall semester; 214 in the spring semester.

HISTORY 215-216. (3-3) *Heinemann*
TWENTIETH CENTURY AMERICA. The United States from 1900 to the present. The first semester (1900-1939) covers the responses of Americans to modernization, with emphasis on the reform movements of Progressivism and the New Deal. The themes of foreign involvement and domestic crisis highlight the second semester. Prerequisite: none. Offered: 215 in the fall semester; 216 in the spring semester.

HISTORY 280. (3) *Heinemann*
CIVIL WAR FIELD TRIP. A study of the tactics and strategy adopted and the influence of terrain in the eastern theater of the Civil

War, with special emphasis on the life of the ordinary soldier as well as the characters of the prominent generals. Following some preliminary reading and classroom work, the class will take a ten-day tour of the eastern battlefields, camping out where possible. Prerequisite: none. Offered: spring short term on sufficient demand.

GREEK HISTORY 301. (3) *See Classical Studies.*

ROMAN HISTORY 302. (3) *See Classical Studies.*

HISTORY 304. (3) *Laine*
MEDIEVAL CIVILIZATION. From the decline of the Roman Empire to the beginnings of the Modern Age. Emphasis is placed on the rise of feudal institutions, the rise of Christianity and the medieval church, the conflict between papal and secular governments, and the beginnings of nationality. Prerequisite: none. Offered: fall semester.

HISTORY 306 (3) *Simms*
TWENTIETH CENTURY EUROPE. A study of European history from 1914 to 1945, including such topics as World War I, the Treaty of Versailles, the advent of Nazism, the diplomatic events of the 1930's, and World War II. This course will utilize lectures, classroom discussions, and several films. Permission of instructor required. Offered: spring semester.

HISTORY 313. (3) *Fitch*
HISTORY OF AMERICAN FOREIGN RELATIONS. A survey of America's role in foreign affairs from the formation of the republic to the contemporary period. Emphasis will be given to the nature of American interests and the interplay between ideals and self-interests as America experienced the transition from a small power to great power status. Prerequisite: none.

HISTORY 315-316. (3-3) *Fitch*
AMERICAN INTELLECTUAL HISTORY. This course provides an intensive examination of ideas in America from the colonial era to the present, dividing around the mid-nineteenth century. Emphasis is given to the

development of major patterns of thought in America and the impact of these ideas upon institutions and values. Specific topics will be chosen to illustrate the particular configuration of political, social, economic, religious, and philosophical movements in America. Prerequisite: none. Offered: 315 in the fall semester; 316 in the spring semester.

HISTORY 317. (3) *Heinemann*
THE AMERICAN SOUTH. A study of the unique features of the Southern past which have distinguished the region from the rest of the nation. Emphasis is given to economic development, the role of race, the role of myth in the making of history, and political leadership. Prerequisite: none.

HISTORY 318. (3) *Heinemann*
BLACK AMERICA. A study of the Negro's contribution to American history and culture, both individually and collectively. Emphasis is given to the institutions of slavery and segregation, black leadership, and the black protest movement. Prerequisite: none.

HISTORY 407. (3) *Laine*
TUDOR AND STUART BRITAIN. An examination of the rulers and major persons from 1485 to 1714 with emphasis on the establishment of the strong Tudor monarchy and the eventual eclipse of the Stuart monarchy by the social and political groups which came to dominate Parliament. Due consideration is given to the intellectual, religious, economic, and social changes which produced the constitutional development. Prerequisites: History 201-202 or permission of instructor.

HISTORY 408. (3) *Laine*
THE AGE OF HUMANISM AND REFORMATION. A study of the decline of characteristic features of medieval civilization and the rise of modern European institutions, with particular attention to intellectual movements from Dante to Erasmus. Emphasis is given to the origin of Luther's revolt, the course of the Reformation in its different forms, and the development of the Counter-Reformation. Prerequisites: open to seniors; juniors with permission of instructor.

HISTORY 411. (3) *Simms*
RUSSIAN LITERATURE IN HISTORICAL PERSPECTIVE. A survey of Russian literature from 1825 to the present in its historical context. The literature selected will have particular significance to the history of a given period, i.e., how it both reflects and affects the basic themes of Russian history. Prerequisite: History 203 or History 204 or permission of instructor.

HISTORY 412. (3) *Heinemann*
TOPICS IN RECENT AMERICAN HISTORY. A seminar investigating selected topics in twentieth century American life and politics, utilizing readings, student papers, and class discussions. Open to juniors and seniors. Prerequisite: none.

HISTORY 420. (3) *Staff*
TOPICS IN COMPARATIVE HISTORY. A Seminar investigating selected topics in cross-societal, historical studies. Topics to be offered might include: Revolution in Russia and China; The Enlightenment in Europe and America; Colonialism; Urban Society in Europe and the United States; Themes in European and Asian Development. Prerequisite: Western Civilization/Humanities 101-102, or the consent of the instructor(s).

HISTORY 499. (3) *Staff*
COLLOQUIUM. This course is devoted to close study of selected secondary studies and primary sources for a particular thematic or chronological topic in Asian, European, or American history. Students are expected to participate regularly in class discussions of assigned readings; to make occasional oral reports on specific topics; and to write a number of analytical essays of short to moderate length. Each colloquium is intended to provide the student with a solid grounding in both the history and historiography of a particular era or subject, and also to prepare the capable and interested student to undertake advanced research for a senior thesis (History 500). Normally, two colloquia—one American, one non-American—are offered each semester. Enrollment in a colloquium is limited to 10 students, and preference is given to senior and junior history majors. Prerequisites: Students who enroll in a European 499

should normally have completed History 101-102; students who enroll in an American 499 should normally have completed a 100 or 200 level course covering at least part of the time-frame or subject of the colloquium. Among topics covered in the Asian Colloquium: Communism in China; in the European Colloquium: war and society, Henry VIII and the Reformation, Nazism: historical and religious dimensions; and in the American Colloquium: studies in Revolutionary America, leadership in the twentieth century, and the Vietnam War.

HISTORY 500. (3)

Staff

SENIOR THESIS. An exercise in research and advanced composition, to be written in the spring semester of the senior year. The thesis will investigate in detail some historical topic of interest to the student. The student will work under the guidance of a member of the History department in selecting, researching, and writing his essay. Prerequisite: History 499.

HISTORY HONORS

To be eligible for History Departmental Honors, the student must normally have a 3.3 average for his history courses and a 3.0 GPA overall. By the end of his junior year he must have taken at least one 300 or 400 level history course. After taking History 499 by the fall of his senior year and receiving a grade no lower than a B+, he enrolls in History 500. The Honors Council and History Department must approve the student's proposal for a project resulting in a thesis on which he must receive no less than a B+. At the end of the spring semester, he must defend his thesis orally before a committee consisting of two professors from the History Department and a third professor chosen from another department by the student with the advice of his advisor and the Honors Council. All three examiners must be satisfied with the student's defense of his thesis in order to warrant his receiving Honors in History.

HUMANITIES

Faculty of the Departments of Classics, English, Fine Arts, History, Modern Languages, Philosophy, and Religion

The requirement for the Humanities major, including the distribution requirement in the Humanities division and the foreign language proficiency requirement, is 60 semester hours' work, as follows:

DEPARTMENT	SEMESTER HOURS
• English (200 level and above)	12
• Foreign Languages (200 level and above, in two languages, one ancient, one modern)	18
• Philosophy (301-302)	6
• Fine Arts (201-202 or 103 or 211-212 or 302)	6
• History	9
Ancient	3
Medieval	3
Additional	3
• Advanced English, Foreign Language, Philosophy, or thesis	3
• Electives in the Humanities	6

Professors Norment, Arieti; Adjunct Professor C. Colley; Associate Professors Brinkley, Carney, Iverson^F; Assistant Professors Deis, Frye; Visiting Assistant Professor R. Hall

The Humanities program consists of courses which bridge traditional departmental divisions and which deal with issues and with areas of knowledge of general human concern. The staff is composed of members of various Humanities and Social Sciences departments.

HUMANITIES 101-102. (3-3) Staff

WESTERN TRADITION. Western Tradition 101-102 is an introductory humanities course in which major thinkers and issues of the Western cultural heritage are studied. It deals with the civilization of ancient Greece and Rome, the Biblical tradition, the European Middle Ages, and the age of the Renaissance and the Protestant Reformation. Attention is given to history, philosophy, religion, literature, the arts, and political and economic thought. Classwork consists of lecture sessions, in which all participants meet together,

and discussion sections, for which small groups meet with faculty leaders. (History 101-102 is a natural sequel to this course.) Prerequisite: none. Offered: 101 in the fall semester; 102 in the spring semester.

INTERDISCIPLINARY STUDIES

INTERDISCIPLINARY STUDIES 230. (3)

Martin

PARIS IN THE TWENTIES. This course is a study of the literature written in (or about) the great artistic center, Paris, during the flamboyant and creative years from the end of the Great War to the Crash (1918-1929). The primary focus will be modern literature and its cultural background, but attention will also be given to other modern arts—painting, music—and to politics, society, and the way of life in post-war Paris. Readings include works by F. Scott Fitzgerald, Gertrude Stein, Ernest Hemingway, Malcolm Cowley, and others who lived and worked in Paris in the nineteen-twenties. Prerequisite: none. Offered: spring short term.

INTERDISCIPLINARY STUDIES 465. (3)

S.V. Wilson

AN OVERVIEW OF U.S. NATIONAL INTELLIGENCE. This course provides a basic overview of the nature and purpose of U.S. foreign intelligence institutions and activities in support of foreign policy and national security in the closing years of the 20th century. Central themes include the critical need for sound and timely intelligence in the formulation and conduct of U.S. foreign policy; the historical evolution of U.S. intelligence from colonial times to the present; moral and legal constraints imposed upon intelligence in an open, democratic society; guidelines for preparing for a professional career in intelligence, with emphasis on the value of a broadly based, liberal arts education. Extensive use is made of the case study approach for illustrative purposes. Each student will be required to prepare and present an intelligence analysis on a selected area of potential threat to U.S. foreign policy interests. Prerequisite: completion of the core requirements or permission of the instructor.

INTERDISCIPLINARY STUDIES 475. (3)

Barrus

LEADERSHIP. This course analyzes the nature, methods, and problems of leadership. It considers the political, psychological, and moral foundations and social and historical determinants of effective leadership, and evaluates the qualities of mind and character of successful leaders past and present. The course

draws from the analytic approaches to the subject of leadership in the disciplines of political science, history, and psychology. It examines treatments of leadership in literature. It focuses on leadership in democratic societies, with particular emphasis on examples of leadership in American political and military history. Case studies are drawn from contemporary problems of leadership in business and politics. Prerequisite: completion of the core requirements or permission of the instructor. Offered: fall semester.

INTERSCIENCE

Faculty of the Departments of Biology, Chemistry, Mathematics, and Physics

Students may satisfy the requirements for the Interscience major as well as the Natural Science portion of the distribution requirements by following any one of the several courses of study specified below.

BIOCHEMISTRY

BIOCHEMISTRY-MOLECULAR BIOLOGY: Three of the following four courses: Biology 311 (Genetics), Biology 332 (Cell Physiology), Chemistry 320 (Biochemistry), Chemistry 318 (Medicinal). Total: 9-10 hours.

BIOLOGY: 101-102, 151-152 (General and Laboratory), 331 (Biochemistry), 334 (Advanced Biochemistry), and two courses from the following list: 215 (Cytology), 220 (Microbiology), 311 (Genetics), 332 (Cell Physiology), with the last two courses eligible only if not submitted in satisfaction of the Biochemistry-Molecular Biology area requirement above. Total: 16-17 hours.

CHEMISTRY: 110-150-120 (Concepts and Laboratory), 210-211-251-252 (Organic and Laboratory), 310 (Physical Chemistry I). Total: 19 hours.

OTHER: Physics 111-112-151-152 (General and Laboratory); Mathematics 101 (Calculus I). Total: 12 hours.

BIOPHYSICS

BIOLOGY: 101-102, 151-152 (General and Laboratory), 311 (Genetics), 331 (Biochemistry), 332 (Cell Physiology), either 220 (Microbiology) or 342 (Plant Physiology). Total: 23 hours.

PHYSICS: 103-143 (Digital Electronics), 111-112-151-152 (General Physics and Laboratory), 204 (Computer-Based Physics), 205 (Radiation Physics), 222-262 (Electronic Instrumentation and Laboratory), 412 (Optics). Total: 26 hours.

OTHER: Chemistry 110-150-120 (Concepts and Laboratory); either Chemistry 210-251

(Organic) or Mathematics 101 (Calculus I).
Total: 12 hours.

Substitutions in the above courses of study may be made with the approval of both department chairmen in the areas of concentration. Such substitutions must not lessen the coherence of the course of study.

MATHEMATICS-PHYSICS

MATHEMATICS: 101 (Calculus I), 102 (Calculus II), 201 (Linear Algebra), and three hours at the 200 level or above. Total: 15 hours.

COMPUTER SCIENCE: 221 (Fortran Programming), 222 (Advanced Fortran Programming), and six hours at the 300 level or above. Total: 12 hours.

PHYSICS: 111-112-151-152 (General and Laboratory); 121 (Problems); 103-143 (Basic Digital Electronics and Laboratory); either 104-144 (Basic Linear and Laboratory) or 222-262 (Principles of Electronic Instrumentation and Laboratory); and eight hours at the 200 level or above. Total 25 hours.

OTHER INTERSCIENCE PROGRAMS

Other courses of study involving concentrations in Mathematics and the Natural Sciences must include Mathematics 202 and at least six semester hours in Mathematics at the 300 or 400 level. Programs must include at least 52 semester hours in Mathematics and the Natural Sciences, and meet one of the following distribution requirements: a) 42 hours in Mathematics and Biology combined; or b) 42 hours in Mathematics and Chemistry combined. The course of study must form a coherent program and must be approved by both department chairmen in the areas of concentration. The planned course of study shall be presented to the Dean of the Faculty at spring pre-registration of the sophomore year. Later substitutions in the course of study may be made with the approval of both department chairmen; such substitutions must not lessen the coherence of the course of study.

INTRODUCTORY HONORS

Faculty of the Divisions of Humanities, Natural Sciences, and Social Sciences

HONORS 101. (3) *Staff*
Consideration of a selected topic designed to introduce students to modes of inquiry and underlying assumptions of various disciplines. Prerequisites: open to Honors caliber freshmen or sophomores; permission of the Honors Council required. Offered: fall semester.

HONORS 102. (3) *Staff*
Consideration of a selected topic designed to introduce students to modes of inquiry and underlying assumptions of various disciplines. Prerequisites: open to Honors caliber freshmen or sophomores; permission of the Honors Council required. Offered: spring semester.

MATHEMATICS AND COMPUTER SCIENCE

Professors Bryce, Gaskins^F, Mayo; Associate Professors Koelber, Pelland; Assistant Professor Berman; Visiting Assistant Professor Cohen

Thirty-seven hours in mathematics are required for a major in mathematics: Mathematics 101, 102, 201, 202, 301, 303, and 5 electives at or above the 200 level. Two of the 5 electives may be computer science courses. With the approval of the department, 1 of the 5 may be a course in another department that makes extensive applications of mathematics.

Forty-four hours are required for a major in mathematics and computer science: Mathematics 101, 102, 201, 202, 210, and 303; Computer Science 221, 222, 321, 322, 421, 422; and one elective chosen from the following list: Mathematics 203, 304, 308, 309, 310. In addition, Mathematics 301 is strongly recommended, especially for students considering graduate work in computer science. Students interested in majoring in mathematics and computer science should consult with the department no later than the end of their freshman year.

MATHEMATICS 100. (4) *Staff*
AN INTRODUCTION TO THE MATHEMATICAL SCIENCES. The elements of computing, elementary functions, and the fundamentals of algebra and arithmetic. Students will write programs in BASIC to illustrate fundamental principles and accordingly prepare themselves for other courses in mathematics and computer science. A student cannot receive credit for Mathematics 100 if he has passed any other college course in mathematics or computer science. Prerequisite: consent of the department. Offered: each semester.

MATHEMATICS 101. (4) *Staff*
CALCULUS I. Elementary functions, limits, derivatives, optimization, the definite integral, and the Fundamental Theorem of Calculus. Prerequisite: none. Offered: each semester.

MATHEMATICS 102. (4) *Staff*
CALCULUS II. Functions defined by integrals, inverses, applications and techniques of integration, plane curves, and polar coordinates. Prerequisite: Math 101 or the equivalent.

Offered: each semester.

MATHEMATICS 103. (4) *Staff*
STATISTICS. Introduction to probability and statistics. Discrete and continuous random variables, estimation, hypothesis testing. Prerequisite: none. Offered: each semester.

MATHEMATICS 104. (4) *Staff*
FINITE MATHEMATICS WITH CALCULUS. Matrix arithmetic, linear programming, mathematics of finance, and an introduction to differential calculus, with motivating examples and applications from business management. A student who has passed (or is currently enrolled in) Math 201 cannot receive credit for Math 104. Prerequisite: none. Offered: each semester.

MATHEMATICS 201. (4) *Staff*
LINEAR ALGEBRA. Matrix arithmetic, vectors, abstract vector spaces, linear transformation, inner products, and eigenvalues, with some emphasis on algorithms and computing. Prerequisite: Math 102. Offered: fall semester.

MATHEMATICS 202. (4) *Staff*
CALCULUS III. Vector analysis on curves, infinite series, approximation, partial derivatives, line integrals, and double integrals. Prerequisite: Math 201. Offered: spring semester.

MATHEMATICS 203. (4) *Staff*
STATISTICAL METHODS. A project-based study of sampling distributions, estimation, and hypothesis testing. Major topics are classical and nonparametric analysis of variance, and regression analysis. Students use a variety of statistical software to produce both individual and group projects. Prerequisite: Math 103 or consent of the instructor. Offered: spring semester of odd years.

MATHEMATICS 204. (4) *Staff*
OPTIMIZATION. A mathematical introduction to optimization. Linear programming, integer programming, transportation and assignment problems, game theory, nonlinear programming, and decision analysis. Prerequisite: Mathematics 201. Offered: on sufficient demand.

MATHEMATICS 205. (3) *Staff*
AN INTRODUCTION TO THE HISTORY OF MATHEMATICS. A survey, from Babylonian mathematics through Greek mathematics, including some topics from modern mathematics, and illuminating G. Cantor's dictum that the essence of mathematics is its freedom to change. An extensive student project is required. Prerequisite: Mathematics 102 or consent of the instructor. Offered: on sufficient demand.

MATHEMATICS 207. (3) *Staff*
DIFFERENTIAL EQUATIONS. Analytic and numerical solutions of ordinary differential equations. Existence and uniqueness of solutions. Solutions of linear systems. Prerequisite: Math 202 or consent of the instructor. Offered: fall semester of even years.

MATHEMATICS 210. (4) *Staff*
DISCRETE MATHEMATICS FOR COMPUTER SCIENCE. An introduction to the discrete mathematics most useful in computing and computer science. Topics introduced include: set theory, mathematical logic, graph theory, and combinatorics. Prerequisite: Math 201. Offered: spring semester of even years.

MATHEMATICS 301-302. (3-3) *Staff*
ADVANCED CALCULUS. Further investigations of the calculus of one and several real variables. Continuity, uniform convergence, differentiation, integration, implicit function theorems, line and surface integrals, classical theorems of vector analysis. Prerequisite: Math 202. Offered: 301 in the fall semester; 302 on demand.

MATHEMATICS 303-304. (3-3) *Staff*
ALGEBRAIC STRUCTURES. Groups, rings, fields, linear algebra, and selected topics. Prerequisite: Math 201. Offered: 303 in the fall semester; 304 on demand.

MATHEMATICS 305. (3) *Staff*
GEOMETRY. An axiomatic approach to Euclidean geometry and an introduction to non-Euclidean geometries. Prerequisite: Math 102. Offered: on sufficient demand.

MATHEMATICS 306. (3) *Staff*
TOPOLOGY. Elementary topological con-

cepts. Prerequisite: Math 202. Offered: on sufficient demand.

MATHEMATICS 307. (3) *Staff*
ELEMENTARY NUMBER THEORY. An introduction to the theory of numbers. Prerequisite: Math 102. Offered: on sufficient demand.

MATHEMATICS 308. (3) *Staff*
NUMERICAL ANALYSIS. Solutions to problems of analysis by numerical methods and the study of error in numerical processes. Prerequisite: Math 201. Offered: spring semester of even years.

MATHEMATICS 309. (3) *Staff*
APPLIED MATHEMATICS. Mathematical models and topics in advanced mathematics with application to the natural and social sciences. Prerequisites: Math 202 or consent of the instructor. Offered: spring semester of odd years.

MATHEMATICS 310. (3) *Staff*
PROBABILITY AND STATISTICS. Probability models, moment generating functions, limit theorems, and estimation. Prerequisite: Math 202. Offered: fall semester of odd years.

MATHEMATICS 311. (3) *Staff*
COMPLEX ANALYSIS. An introduction to the theory of complex functions. Prerequisite: Math 202. Offered: on sufficient demand.

MATHEMATICS 361. (3) *Staff*
AN INTRODUCTION TO THE FOUNDATIONS OF MATHEMATICS. Mathematical logic: the propositional and predicate calculi. First-order theories (elementary arithmetic, first-order set theory). Foundational problems and philosophies: logical and set-theoretic paradoxes and approaches to their resolutions. Goedel's incompleteness theorems. Prerequisites: Mathematics 301 and 303 or consent of instructor. Offered: on sufficient demand.

MATHEMATICS 401-402. (3-3) *Staff*
REAL ANALYSIS. Introduction to the theory of real functions, Lebesgue measure and integration, and related topics. Prerequisites: Math 301 and 302. Offered: on sufficient

demand.

MATH 461 (3) *Staff*
HONORS IN MATHEMATICS. A scholarly project conducted in close consultation with a supervising professor and ordinarily continuing in Mathematics 462. Prerequisite: consent of the instructor. Offered: on demand.

MATH 462 (3) *Staff*
HONORS IN MATHEMATICS. Continuation of 461. Prerequisite: Math 461 and consent of the instructor. Offered: on demand.

COMPUTER SCIENCE 121. (3) *Staff*
AN INTRODUCTION TO COMPUTING. A project-based introduction to algorithms and useful software packages on both micros and mainframe. Students will write programs in a high-level language, and will complete a term report on a computing issue. A student cannot receive credit for Computer Science 121 if he has passed Computer Science 221 or its equivalent. Prerequisite: none. Offered: each semester.

COMPUTER SCIENCE 221. (3) *Staff*
FORTRAN PROGRAMMING. Discussion of algorithms, programs, and computers. Extensive work in the preparation, running, debugging, and documenting of programs in the FORTRAN language. Problem solving is emphasized. Prerequisite: none. Offered: each semester.

COMPUTER SCIENCE 222. (3) *Staff*
ADVANCED FORTRAN PROGRAMMING. A continuation of Computer Science 221 but with emphasis on language structures and applications of those structures not normally covered in a first course. Programming efficiency, documentation standards, and programming style are emphasized. A student project is required. Prerequisite: Computer Science 221. Offered: spring semester.

COMPUTER SCIENCE 231. (3) *Staff*
COBOL. Structured programming in COBOL. Students will undertake one or more large group projects. Prerequisite: Computer Science 121 or 221. Offered: on sufficient demand.

COMPUTER SCIENCE 321. (3) *Gaskins*
INFORMATION STRUCTURES. A study of data structures including strings, lists, queues, and graphs. Efficiencies of information storage and retrieval are emphasized. Various methods for the sorting and searching of information from large files and databases are investigated. Prerequisite: Computer Science 222. Offered: fall semester of odd years.

COMPUTER SCIENCE 322. (3) *Gaskins*
ADVANCED INFORMATION STRUCTURES AND PROGRAMMING LANGUAGES. A continuation of Computer Science 321 with emphasis on the integration of different types of structures into a single information system design. Advanced programming structures available in languages such as ADA, APL, P1/1, and SNOBOL are investigated. A group project of major proportion in which teams of three or four students cooperate to prepare a complete design document ready to hand to a programmer is required. Prerequisite: Computer Science 321. Offered: spring semester of even years.

COMPUTER SCIENCE 323. (3) *Staff*
COMPUTABILITY, AUTOMATA, AND FORMALIZED LANGUAGES. Models of computation: capabilities and limitations. Turing machines, recursive functions, restricted PASCAL programs, lambda-definable functions, finite-state machines. Theory of grammars and formalized languages. The Chomsky hierarchy. Recursively solvable and unsolvable problems. Prerequisite: Computer Science 322 and Mathematics 303, or consent of instructor. Offered: on sufficient demand.

COMPUTER SCIENCE 421. (3) *Gaskins*
ASSEMBLY LANGUAGE PROGRAMMING. Programming applications which reflect the machine architecture of available computing systems are emphasized. Interfacing assembly and FORTRAN programs are discussed. Prerequisite: Computer Science 222. Offered: fall semester of even years.

COMPUTER SCIENCE 422. (3) *Gaskins*
SYSTEMS PROGRAMMING. A continuation of Computer Science 421 but with emphasis on the design and construction of operating systems. Topics include batch pro-

cessing, multiprogramming, multiprocessor, virtual and real-time systems. A term paper presenting an in-depth study of an operating system is required. Prerequisite: Computer Science 421. Offered: spring semester of odd years.

MODERN LANGUAGES

Professors Farrells, Jagasich, Silveira; Associate Professor M. Wilson; Assistant Professors Kline, Noguera, Rose; Lecturers S. Wilson, Norden, Suzuki

The requirements for a major in French, German, or Spanish are 18 hours in the language including 301 and a second course at the 300 level, four courses at the 400 level, and the completion of one of the following cultural or linguistic options: 1) Latin or Greek through the 102 level plus Descriptive Linguistics (Classical Studies 301) and English Etymology (Classical Studies 201); or 2) a second modern language (French, Spanish, or German) through the 202 level; or 3) six semester courses (not counted toward distribution requirements) in related cultural areas to include Fine Arts, History, Literature, Religion, or Philosophy. Also required are at least six hours credit from an approved host institution in a foreign country where the target language is spoken. For a double major with some other discipline (e.g., Political Science), the student must complete in the language(s) concerned four semester courses at the 400 level.

STUDY ABROAD

The Department of Modern Languages encourages and sponsors foreign study but monitors closely the standards and administration of the programs to which it entrusts its students. Approved programs offer supervision, coordination, structure, and compatible cost. Long experience has shown that Hampden-Sydney students find the transition comfortable from classes on this campus to those of the host institution. Since candidates for the major must present evidence of foreign study, Garlick Honoraria are offered to recognize merit, and other financial aid is available in the event of need. Credit is granted at par with other Hampden-Sydney programs, though courses overseas must be approved in advance by the Foreign Study Committee and be consonant with Hampden-Sydney curricular philosophy. Information on approved programs is available in the office of the Director of International Programs.

THE PROFICIENCY REQUIREMENT

The proficiency requirement at Hampden-

Sydney College is deemed by this department met when a student has shown the structural competence and functional capability to approach unfamiliar material in the target language, such material to be mature, of significant dimension, and not adapted for student use. The student shall give evidence of his understanding by rudimentary analysis of and clear analysis in the target language to interrogation, also in the target language. This and no other proof will be satisfactory. "Gist" reading and "gist" comprehension, as they do not lead to analysis, will not be adequate. Since all students are required to demonstrate proficiency in a foreign language, modern or classical, the following Modern Language Department classes are designated for that purpose: 201 and its sequel 202. Students may, of course, take these same courses for credit toward the distribution requirement in Humanities, but they must observe the prerequisites in each case.

MODERN LANGUAGE PLACEMENT POLICY

Proficiency may also be demonstrated by evidence of scores on nationally-recognized normative tests: 85 on the Princeton MB form; 650 on the SAT achievement test; 3 on the Advanced Placement examination. Students without such documentation will be screened and placed tentatively in the appropriate section. Placement may be contested by petition to the Department of Modern Languages, and although all students are encouraged to enter the highest level possible, those unsure of their preparation may begin with 101 if they choose, but in any event, must take both 201 and 202 to satisfy the Hampden-Sydney language requirement. Students engaged in preparing for or satisfying the proficiency requirement will have priority space in all 100 or 200-level classes.

FRENCH

FRENCH 101-102. (3-3) *Staff*
INTRODUCTION TO FRENCH. Grammar, reading, and drill in pronunciation. Laboratory. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: 101 in the fall semester; 102 in the spring semester.

FRENCH 201-202. (3-3) *Staff*
INTERMEDIATE FRENCH. A balanced course with emphasis on reading. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Laboratory. Offered: 201 in the fall semester; 202 in the spring semester.

FRENCH 301-302. (3-3) *Staff*
MASTERPIECES OF FRENCH LITERATURE. A survey of French literature from its medieval origins to the present; a thematic presentation with complete, representative works read. Considerable reading. Prerequisite: French 201-202 or equivalent. Offered: 301 in the fall semester; 302 in the spring semester.

FRENCH 305-306. (3-3) *Staff*
ADVANCED CONVERSATION AND COMPOSITION. An intensive (four times weekly) course in the spoken idiom, with daily drills and laboratory work. Concentration on oral patterns, phonetics, rhythm, and diction. Extensive concentration on vocabulary with particular attention to commercial and technical (occasionally medical) language. A course of practical content designed to lead to study or to supplement career goals in the world. Prerequisite: French 201-202 or permission of instructor. Offered: 305 in the fall semester; 306 in the spring semester.

FRENCH 307-308. (3-3) *Farrell*
MASTERPIECES OF FRENCH LITERATURE (in English). An introduction to world literature of French origin for elective credit in Humanities. Same structure and material as 301-302. Prerequisite: none. Offered: when possible.

FRENCH 401. (3) *Kline*
FRENCH THEATER. Survey of French drama from medieval *trope* to *absurde*, in thematic presentation, through theory and criticism. Extensive reading. Prerequisite: French 301-302 or approval of professor. Required for the major.

FRENCH 402. (3) *Farrell*
ADVANCED FRENCH COMPOSITION. Intensive grammar review in conjunction with preparation of difficult texts; emphasis on essay format and *explication de textes*.

Prerequisite: French 301-302 or approval of professor. Required for the major.

FRENCH 403. (3) *Farrell*
FRENCH POETRY. Survey of French poetical forms from Middle Ages to Symbolism; examination of the unique character of French verse. Extensive reading. Prerequisite: French 301-302 or approval of professor. Required for the major.

FRENCH 404. (3) *Kline*
FRENCH NOVEL. Seminar course to be conducted through intensive study of authors and movements; biographic, bibliographic, and critical sources, from the elaboration of early narrative forms through the *nouveau roman*. Extensive reading. Prerequisite: 301-302 or approval of professor. Required for the major.

GERMAN

GERMAN 101-102. (3-3) *Staff*
INTRODUCTION TO GERMAN. A thorough familiarity with the language is developed by constant grammatical drill, composition, and translation. A reasonable amount of simple narrative prose is read. Laboratory. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: 101 in the fall semester; 102 in the spring semester.

GERMAN 201-202. (3-3) *Staff*
INTERMEDIATE GERMAN. A review of grammar will be covered. Oral practice based on readings from various types of material will be emphasized. Elements of composition taught. Students will be encouraged to perform a play as well as to report on individual outside reading. Laboratory. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester.

GERMAN 301-302. (3-3) *Jagasich*
SURVEY OF GERMAN LITERATURE. The history of German literature from the beginnings to our day, with class reading of selected poetry, prose and drama of the 19th and 20th centuries. Term reports on extensive parallel reading. Prerequisite: German 201-202, or its equivalent.

GERMAN 307-308. (3-3) *Farrell*
SURVEY OF GERMAN LITERARY FORMS IN ENGLISH TRANSLATION. First semester will offer study of texts from the Teutonic epic to *Faust, Erster Teil*. Second semester will begin with Goethe's *Werther* and continue through Gunther Grass' *Katz und Maus* and the beginning of the Second World War. Emphasis on unique German literary expression. Extensive reading. Does not count toward major. Offered: when possible.

GERMAN 401. (3) *Jagasich*
GERMAN THEATER. Survey of German drama from medieval *Fastnachtsspiel* and *Volksspiel* to the *Absurde* through the *Burgersatire* and *Horspiele*, in thematic presentation, through theory and criticism. Extensive reading. Prerequisite: 301-302 or approval of professor. Required for the major. Offered: fall semester of even years.

GERMAN 402. (3) *Jagasich*
ADVANCED GERMAN COMPOSITION. Intensive grammar review in conjunction with preparation of difficult texts; vocabulary acquisition and stylistics incorporated in the program. Linguistic approach. Conducted in major language. Prerequisite: German 301-302 or approval of professor. Required for the major. Offered: spring semester of odd years.

GERMAN 403. (3) *Jagasich*
GERMAN POETRY. Survey of German poetic forms from Middle Ages to *Symbolismus*; *Spruchdichtung*, *Ballade* and *Klassische Poesie* through *Dichtungstheorie*. Extensive reading. Analysis of thematic and metric variations. Prerequisite: German 301-302 or approval of professor. Required for the major. Offered: fall semester of odd years.

GERMAN 404. (3) *Jagasich*
GERMAN NOVEL. Seminar course to be conducted through intensive study of authors and movements; biographic, bibliographic, and critical sources, from the elaboration of early *Erzähl-literatur* through the *Roman zwischen Tradition und Wandlung* and *Die Geschichtserzählung*. Extensive reading. Prerequisite: 301-302 or approval of professor. Required for the major. Offered: spring

semester or even years.

RUSSIAN

RUSSIAN 101-102. (3-3) *Norden*
INTRODUCTORY RUSSIAN. Basic writing and reading skills are taught. Grammatical concepts are explained and drilled through dictations, translations, and elementary conversation. A reasonable amount of narrative prose is read. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: on sufficient demand.

RUSSIAN 201-202. (3-3) *Jagatsich*
INTERMEDIATE RUSSIAN. Advanced grammar to be taught while translating more difficult reading material coupled with advanced conversation. Vocabulary building and active participation are encouraged. Basic composition skills are taught. Songs and poetry used to introduce students to Russian culture and art. Prerequisite for 201: 101-102 or equivalent.

SPANISH

SPANISH 101-102. (3-3) *Staff*
INTRODUCTION TO SPANISH. The elements of grammar, composition, and pronunciation. Laboratory. Prerequisite for 102: 101 or equivalent. Offered: 101 in the fall semester; 102 in the spring semester.

SPANISH 201-202. (3-3) *Staff*
INTERMEDIATE SPANISH. Review of grammar, oral practice based on readings from Spanish and Spanish-American writers will be emphasized. Laboratory. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester.

SPANISH 301-302. (3-3) *Staff*
MASTERPIECES OF SPANISH LITERATURE. A survey course offering an introduction to Peninsular (301) and Latin-American (302) literature. A thematic presentation with complete, representative works read. Lectures and reading in Spanish only; student performance both oral and written in Spanish only. Considerable reading. Prerequisite: Spanish 201-202 or permission of instructor. Offered: 301

in the fall semester; 302 in the spring semester.

SPANISH 303-304. (3-3) *Silveira, M. Wilson*
SPANISH-SPEAKING WORLD. An introduction to the history and culture of Spain (303) and Spanish America (304). An intensive study, through visual, aural, literary, and journalistic sources, of the heritage of Spanish-speaking populations, beginning with the *Celtiberos* of primitive *Hispania* and leading up to the current democratic state that is modern Spain; beginning with pre-Columbian America and then the *conquistadores* and leading up to our own *chicano* community's expression of identity. Lectures and reading as well as student performance in Spanish only. Prerequisites: Spanish 201-202 or permission of instructor. Offered: on sufficient demand.

SPANISH 305-306. (3-3) *Silveira*
ADVANCED CONVERSATION AND COMPOSITION. An intensive (four times weekly) course in the spoken idiom, with daily drills and laboratory work. Concentration on oral patterns, phonetics, rhythm, and diction. Extensive concentration on vocabulary with particular attention to commercial and technical (occasionally medical) language. A course of practical content designed to lead to study or to supplement career goals in the world. Prerequisite: Spanish 201-202 or permission of instructor. Offered: 305 in the fall semester; 306 in the spring semester.

SPANISH 401. (3) *M. Wilson*
LATIN-AMERICAN PROSE. A seminar in the evolution of Latin-American narrative and expository forms, including the modern *novela* of alienation and isolation. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor.

SPANISH 402. (3) *Noguera*
LATIN-AMERICAN POETRY. A seminar in the evolution of verse forms in Latin-American literature. Lectures and texts, oral and written student performance in Spanish only. Considerable reading. Prerequisite: Spanish 301 or 302 or permission of instructor.

PHILOSOPHY

SPANISH 403. (3) *Silveira*
PENINSULAR GENRES BEFORE THE XVIIITH CENTURY. A seminar course dealing generically with basic formulas in Hispanic literature until the death of Quevedo, beginning with the Hispano-Judeo-Arabic *Jarchas*, and including the theater of Lope de Vega and the novel of the *pícaro*. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor.

SPANISH 404. (3) *M. Wilson*
PENINSULAR GENRES OF THE MODERN AGE. A seminar course to complement Spanish 403, continuing to synthesize Hispanic literary modes through the *Ilustración*, the *Afrancesados*, the subsequent eruption of *romanticismo* and into the contemporary period of García Lorca, Camilo José Cela, and Ana María Matate. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor.

SPANISH 407. (3) *Silveira*
THE NOVEL IN THE GOLDEN AGE. This course encourages close reading and textual criticism of prose authors of the *Siglo de oro*, in particular Cervantes. Extensive reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor.

SPANISH 408. (3) *Silveira*
THEATER OF THE GOLDEN AGE. The course encourages close reading and textual criticism of the *teatro nacional* of Spain, in particular the works of Lope de Vega, Calderon, and their epigones. Considerable reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor.

Associate Professor Iverson^F; Assistant Professor Nelson; Lecturer Curry

The requirements for a major in Philosophy are Philosophy 201, 202, 301-302, 303, and an additional 15 hours in Philosophy courses. A joint program in Philosophy and another department should have the approval of the chairmen of both departments.

PHILOSOPHY 201. (3) *Curry*
LOGIC. An introduction to the skills and practice of critical reasoning which includes argument analysis and some formal logic. Prerequisite: none. Offered: each semester.

PHILOSOPHY 202. (3) *Nelson*
PROBLEMS OF PHILOSOPHY. An introduction to philosophical thinking and argument by consideration of some specific philosophical problems such as the existence of God, the rationality of religious belief, the nature of moral reasoning, and the claims of ethical relativism. Prerequisite: none. Offered: each semester.

PHILOSOPHY 301-302. (3-3) *301: Curry
302: Nelson*

HISTORY OF PHILOSOPHY. A study of the major thinkers of Western thought from the Greeks to the nineteenth century, with attention given to their cultural context. First semester: classical and medieval; Second semester: modern. Prerequisite: none; not open to freshmen. Offered: 301 in the fall semester; 302 in the spring semester.

PHILOSOPHY 303. (3) *Nelson*
CONTEMPORARY PHILOSOPHY: PRAGMATISM AND THE ANALYTIC TRADITION. A survey of the major 20th century American and British philosophers: beginning with the revolt against Idealism, proceeding through Logical Atomism, Logical Positivism, and Ordinary Language Philosophy, concluding with a summary of recent developments in "Analytic Philosophy." Prerequisite: Philosophy 302.

PHILOSOPHY 304. (3) *Nelson*
ETHICS. An examination of the major challenges to normative ethical theory as well as the major approaches to normative ethical

theory, including classical and contemporary sources. Prerequisite: Philosophy 201 or 202. Offered: fall semester.

PHILOSOPHY 306. (3) *Nelson*
SOCIAL PHILOSOPHY. An examination of the major theories of distributive justice, including the libertarian, liberal, and socialist conceptions. (Consideration of practical problems in light of these alternative conceptions, if time permits.) Prerequisite: Philosophy 304 strongly recommended. Offered: spring semester.

PHILOSOPHY 307. (3) *Curry*
PHILOSOPHY OF RELIGION. A study of the major issues and men in contemporary reflection on religion. Prerequisite: 3 hours of Philosophy. Offered: fall semester of odd years.

PHILOSOPHY 308. (3) *Iverson*
CONTEMPORARY PHILOSOPHY: EXISTENTIALISM AND PHENOMENOLOGY. A study of the major Continental philosophers. Prerequisite: 3 hours of Philosophy. Offered: spring semester of even years.

PHILOSOPHY 310. (3) *Staff*
ETHICS OF HEALTH CARE. This course will deal with certain normative ethical and social issues in health care. The course will involve the application of philosophical analysis and value theory to issues of public policy such as the allocation of medical resources and the nature of health care delivery systems and also to specific ethical issues such as human experimentation, behavior-control, abortion, and euthanasia. Prerequisite: 302 or 304.

PHILOSOPHY 312. (3) *Staff*
PHILOSOPHY OF SCIENCE. A consideration of the aims, methods, and limits of science, including the relationship of empirical data to laws, models, theories, and explanation. Prerequisite: consent of the instructor. Offered: on sufficient demand.

PHILOSOPHY 380. (3) *Iverson*
MARX AND THE MARXIST TRADITION. A study of the development of the philosophical ideas of Marx and their continuation in the Marxist traditions. Prerequisite:

3 hours of Philosophy or Political Science. Offered: spring semester of even years.

PHILOSOPHY 401. (3) *Nelson*
POLITICAL PHILOSOPHY AND BUSINESS ETHICS. An attempt to integrate an understanding of the institutional structures within which business decisions are made and a grounding in the principles of ethics, and to apply these broad perspectives in analyzing and agonizing over specific business decisions. The objective will be to explore the perspectives of both economics and ethics, in the abstract and also as they are relevant in examining actual cases of business choice. Required: Economics 101 and one 200-level Economics course as well as Philosophy 202 and at least one course, religious or philosophical, in ethics. This course is to be taken by senior Hobbie Scholars and is open to others with permission of the instructor.

PHYSICAL EDUCATION

No hours of credit in Physical Education are allowed toward the satisfaction of the 120 hours required for a degree.

PHYSICAL EDUCATION 301. (2) Staff
PREVENTION AND CARE OF ATHLETIC INJURIES. A general study of prevention, emergency management, and rehabilitation of injuries related to athletics. Laboratory experience in preventive/supportive strapping, rehabilitation and treatment. Scientific basis of conditioning training, as well as psychogenic factors involved in athletics and sports medicine will be discussed. Students will be required to gain 20 hours of practical laboratory experience either assisting the Head Athletic Trainer in the athletic training room or at selected varsity practice sessions. Elective for sophomores, juniors, and seniors. Prerequisite: none. Offered: each semester.

LIFETIME SPORTS.

A general course in the fundamentals of racquetball, squash, tennis, golf, and weight-training. Elective for all students. Prerequisite: none.

PHYSICS

Professors Beard, Joyner, Kiess; Visiting Assistant Professor Fanelli

The requirements for a major in physics are a minimum of 33 hours in physics, including Physics 251, 252, and at least three additional courses in physics at the 200 or 300 level. Mathematics 101-102 and one semester of electronics are also required.

Students who desire a rigorous mathematical treatment of the fundamentals of physics and who plan graduate work in physics should include Physics 111, 112, 211, 212, 311, 312, 411, 412.

Students who plan to teach or to pursue careers in business or industry involving applications of physical principles should include 103, 104, 111, 112, 204, 205, 211, 212, 222.

Students who desire Electronics Engineering/Engineering Physics should take 103, 104, 111, 112, 203, 205, 211, 212, 222.

Students who want a concentration in Electronics/Management Economics should consult the chairman of the Physics Department for requirements.

PHYSICS 103. (3) Beard
BASIC DIGITAL ELECTRONICS. A laboratory-based study of fundamental electronic concepts, digital logic, and microcomputer circuitry. Prerequisite: none. Corequisite: Physics 143. Offered: fall semester.

PHYSICS 104. (3) Beard
BASIC LINEAR ELECTRONICS. A laboratory-based study of circuits employing transistors, other three-terminal devices, and integrated circuits. Prerequisite: none. Corequisite: Physics 144. Offered: on sufficient demand.

PHYSICS 105. (3) Staff
MODERN ASTRONOMY. An examination of topics selected from modern astronomy. Most selections will deal with objects located outside the solar system. Prerequisite: proficiency in elementary algebra and geometry. Corequisite: Physics 145. Offered: each semester.

PHYSICS 106. (3) *Beard*
THE DESCRIPTION AND EXPLANATION OF MOTION. An historical study of the development of the modern understanding of motion beginning with the earliest attempts to describe and explain the motion of celestial objects. Time will be spent considering the nature of the assumptions made and the methods used as well as the nature of the results obtained during this development. Prerequisite: proficiency in elementary algebra and geometry. Corequisite: Physics 146. Offered: spring semester.

PHYSICS 108. (3) *Kiess*
METEOROLOGY. An elementary introduction to meteorology, to include properties of the atmosphere and their effects on weather. Measurement of atmospheric properties, weather maps, and weather forecasting will be emphasized. Prerequisite: none. Corequisite: Physics 148. Offered: spring semester.

PHYSICS 109. (3) *Joyner*
MODERN WEAPONRY. A study of the basic physics of beam weapons, kinetic energy weapons, and nuclear weapons. Potential military applications will be outlined, and the economics of these weapons will be considered. Near-future developments will be assessed, and likely battle management scenarios addressed. Prerequisite: none. Corequisite: Physics 149. Offered: fall semester.

PHYSICS 110. (3) *Joyner*
ENERGY AND POWER. A survey of present global energy sources and future possibilities, with qualitative economic analysis. The exploration of novel methods of generating power will be emphasized. Prerequisite: none. Corequisite: Physics 150. Offered: spring semester.

PHYSICS 111-112. (3-3) *Staff*
GENERAL PHYSICS. A survey of classical and modern physics. This sequence is open to all qualified students, and it is recommended for those majoring in science and for those who plan to apply to medical school. (Those majoring in mathematics or natural science should note also the course description under Physics 121-122.) Corequisite: Physics 151-152. Offered: 111 in the fall semester; 112 in

the spring semester.

PHYSICS 121-122. (1-1) *Staff*
PROBLEMS IN GENERAL PHYSICS. A study of selected topics in general physics. Offered: 121 in the fall semester; 122 in the spring semester.

PHYSICS 203. (3) *Kiess*
ELECTRIC CIRCUITS. A study of direct, alternating, and transient circuits. Linear Algebra and calculus will be utilized to analyze various types of circuits. Prerequisite: Mathematics 102 and Physics 112. Offered: fall semester.

PHYSICS 204. (3) *Staff*
COMPUTER-BASED PHYSICS. A quantitative study of the motion of several of the following: projectiles, satellites, waves, sound, and heat. Prerequisite: Mathematics 101 and 102, Physics 111, and a working knowledge of one programming language. Offered: on sufficient demand.

PHYSICS 205. (1) *Joyner*
RADIATION PHYSICS. A study of nuclear physics, radioactivity, tracer techniques, medical and biological effects of radiation, and radiation instrumentation. Two lectures and one morning lab. Prerequisite: Physics 112. Offered: on sufficient demand.

PHYSICS 206. (1) *Staff*
MEDICAL PHYSICS. This course provides an elementary introduction to the applications of physics to the diagnosis and treatment of disease. Current uses of x-rays, ultrasound, elementary particles and magnetic fields will be explored. Topics will include computed tomography, radiation therapy, nuclear medicine, Doppler ultrasound, and magnetic resonance. Prerequisite: Physics 111-112. Offered: on sufficient demand.

PHYSICS 211. (3) *Joyner*
MECHANICS. Particle dynamics is treated with special emphasis on harmonic motion, motion in a central force field, and the two-body problem. Prerequisite: 111. Corequisite: Physics 251. Offered: fall semester.

PHYSICS 212. (1) *Joyner*
ELECTRICITY AND MAGNETISM. A study of electrostatics, electrodynamics, dielectrics, magnetism; concluding with Maxwell's equations. Prerequisites: Physics 112 and 211. Corequisite: Physics 252. Offered: spring semester.

PHYSICS 222. (1) *Joyner*
PRINCIPLES OF ELECTRONIC INSTRUMENTATION. A study of the basic principles of operation of electronic instruments. Prerequisite: none. Corequisite: Physics 262. Offered: spring semester.

PHYSICS 301-302. (1-1) *Staff*
PHYSICS SEMINAR I-II. A study of special topics, with emphasis on the preparation and oral presentation of reports. Prerequisite: Physics 111, 112.

PHYSICS 311-312. (3-3) *Staff*
MODERN PHYSICS. The physical foundations of the quantum theory are studied. Schrodinger's equation is introduced and used to analyze elementary aspects of the atomic nucleus and the solid state. Prerequisites: Mathematics 201-202; Physics 211-212. Offered: 311 in the fall semester; 312 in the spring semester.

PHYSICS 361-362. (4-4) *Beard*
MICROCOMPUTER INTERFACING. Topics studied include the acquisition, processing, and transmission of data associated with various laboratory experiments. The techniques used include both programming (primarily in assembly language), and the construction and interfacing of electronic circuits. Prerequisite: Physics 103.

PHYSICS 385. (1) *Staff*
INTRODUCTION TO HONORS RESEARCH. A detailed proposal for an Honors Research project will be prepared in consultation with the faculty member who will supervise the research. Prerequisite: consent of the instructor.

PHYSICS 411. (3) *Staff*
THERMODYNAMICS AND STATISTICAL PHYSICS. An introduction to kinetic theory and thermodynamics, with a brief sur-

vey of statistical mechanics. Prerequisite: consent of the instructor. Offered: fall semester.

PHYSICS 412. (3) *Staff*
WAVE PROPERTIES AND OPTICS. Geometrical and physical optics. Prerequisite: consent of the instructor. Offered: spring semester.

PHYSICS 421-422. (3-3) *Staff*
THEORETICAL PHYSICS. Selected topics investigated in depth using sophisticated mathematical techniques; mostly advanced mechanics and electromagnetic field theory. Prerequisites: Physics 211-212 and consent of the instructor; Mathematics 201-202. Offered: 421 in the fall semester of even years; 422 in the spring semester of odd years.

LABORATORIES

PHYSICS 143. (1) *Beard*
DIGITAL ELECTRONICS LABORATORY. Accompanies Physics 103. Prerequisite: none. Corequisite: Physics 103. Offered: fall semester.

PHYSICS 144. (1) *Beard*
LINEAR ELECTRONICS LABORATORY. Accompanies Physics 104. Prerequisite: none. Corequisite: Physics 104. Offered: on demand.

PHYSICS 145. (1) *Staff*
ASTRONOMY LABORATORY. Includes exercises requiring the identification of stars and constellations as well as the observation of astronomical objects with a telescope. Corequisite: Physics 105. Offered: each semester.

PHYSICS 146. (1) *Beard*
MOTION LABORATORY. Exercises designed to give first-hand experience with the mode of investigation and the questions under investigation at each stage in the developing understanding of motion. Emphasis is placed on the modern concern with obtaining quantitative information of known precision. Corequisite: Physics 106. Offered: spring semester.

PHYSICS 148. (1) *Kiess*
METEOROLOGY LABORATORY. Accompanies Physics 108. Prerequisite: none. Core-

quisite: Physics 108. Offered spring semester.

PHYSICS 149. (1) *Joyner*
WEAPONS LABORATORY. Experiments will concentrate on kinetic energy projectiles, radiation properties, laser beam characteristics. Prerequisite: none Corequisite: Physics 109. Offered: fall semester.

PHYSICS 150. (1) *Joyner*
ENERGY AND POWER LABORATORY. Accompanies Physics 110. Prerequisite: none. Corequisite: Physics 110. Offered: fall semester.

PHYSICS 151-152. *Joyner, Beard*
GENERAL PHYSICS LABORATORY. An experimental examination of a variety of physical phenomena, along with an introduction to laboratory techniques and procedure. Prerequisite: none. Corequisite: Physics 111-112. Offered: 151 in the fall semester; 152 in the spring semester.

PHYSICS 251. (1) *Beard*
INTERMEDIATE LABORATORY I. Laboratory experiments in mechanics, wave motion, and sound at the level of Physics 211. Emphasis will be placed on the use of microcomputers as laboratory instruments, and use of numerical techniques in the reduction of data. Prerequisite: Physics 111-151. Corequisite: Physics 211. Offered: fall semester.

PHYSICS 252. (1) *Beard*
INTERMEDIATE LABORATORY II. Laboratory experiments in electricity and magnetism, and selected topics involving applications of Fourier synthesis and analysis. Prerequisites: Physics 111-151. Corequisite: Physics 212. Offered spring semester.

PHYSICS 262 (1) *Joyner*
BASIC ELECTRONICS LABORATORY. Accompanies Physics 222. Prerequisite: none. Corequisite: Physics 222. Offered: spring semester.

PHYSICS 351-352. *Staff*
ADVANCED LABORATORY. A laboratory course designed to acquaint the student with the instruments used in basic physical measurements and with the design of experi-

ments. Prerequisite: consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

PHYSICS 461. (3) *Staff*
HONORS ADVANCED LABORATORY. An extended project, developed in Physics 385, conducted in collaboration with a faculty member, ordinarily resulting in publishable research. Prerequisite: consent of the instructor.

PHYSICS 462. (3) *Staff*
HONORS ADVANCED LABORATORY. A continuation of Physics 461 for projects found suitable. Prerequisite: consent of the instructor.

POLITICAL SCIENCE

Adjunct Professor S. V. Wilson; Associate Professors Marion, Barrus; Assistant Professor Pontuso; Visiting Assistant Professor Eastby*

The requirements for a major in Political Science are a minimum of thirty semester hours in Political Science, 200, 205, 410, 430, eighteen to include Political Science 101, and either 310, 311, or 312. Students majoring in political science are encouraged to take at least six hours of American or European history as well as course work in economics and philosophy.

Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

POLITICAL SCIENCE 101. (3) *Marion, Pontuso*

INTRODUCTION TO AMERICAN GOVERNMENT. A review of the theory, institutions, and practices of the national government in the United States. The constitutional basis of the federal system, the protection of civil liberties and citizenship, and the role of the people in politics are studied with frequent references to leading Supreme Court decisions and other primary sources. Prerequisite: none. Offered: each semester.

POLITICAL SCIENCE 102. (3) *Marion, Pontuso*

PERENNIAL ISSUES AND PROBLEMS OF THE AMERICAN REGIME. This course examines the enduring problems and issues which reflect and illuminate the distinctive character of the American republic. Among the central topics to be considered are the principles of freedom and equality, federalism, ethics and American politics, representation, and the effects of the commercial spirit on the republic. Prerequisite: none. Offered: spring semester.

POLITICAL SCIENCE 200. (3) *Barrus*

INTRODUCTION TO COMPARATIVE GOVERNMENT. An examination and comparison of ancient and modern regimes, including the ancient polis and modern liberal democratic and totalitarian regimes. The intention is to contrast ancient and modern political principles and forms, and show the

range of alternatives available in modernity. The underlying focus is on modern liberalism: its meaning, justification, political forms, problems, and possible alternatives. Attention is given to comparison as a method of political inquiry. Prerequisite: Political Science 101 or permission of the instructor. Offered: spring semester.

POLITICAL SCIENCE 205-206. (3-3) *Barrus*
INTERNATIONAL RELATIONS. A consideration of the relations among sovereign political communities. In the first semester, the perennial issues of war and peace, along with the objectives, strategies, and instruments of foreign policy are examined. In the second semester, the foreign policies of contemporary major powers are analyzed and compared. Particular attention is given to the United States and the Soviet Union. Prerequisite for 205: none; for 206: Political Science 205 or permission of the instructor. Offered: 205 in the fall semester; 206 in the spring semester.

POLITICAL SCIENCE 310. (3) *Pontuso*
EARLY MODERN POLITICAL PHILOSOPHY. An examination of Machiavelli, Hobbes, Locke, and Rousseau. The emphasis is on close reading and critical interpretation of selected primary texts. Prerequisite: none. Offered: spring semester of even years.

POLITICAL SCIENCE 311. (3) *Pontuso*
MODERN POLITICAL PHILOSOPHY. An examination of political philosophy in the modern period. Emphasis is placed on Burke, Hegel, Mill, Marx, and Nietzsche. The emphasis is on close reading and critical interpretation of selected primary texts. Prerequisite: none. Offered: fall semester of even years.

POLITICAL SCIENCE 312. (3) *Pontuso*
AMERICAN POLITICAL THOUGHT.

A survey of American political ideas and theories from the 17th century to the present, with special emphasis given to the Founding Period. Attention will be given to the writings of such thinkers as Thomas Jefferson, the Federalists, John Marshall, John C. Calhoun, Abraham Lincoln, Frederick Douglass, Oliver Wendell Holmes, Jr., Franklin Delano Roosevelt, and Felix Frankfurter. Prerequisite: none.

Offered: spring semester of odd years.

POLITICAL SCIENCE 320. (3) *Barrus*
GOVERNMENT AND POLITICS OF WESTERN EUROPE. An examination of the political institutions and processes of Western Europe. Attention will focus on Great Britain, France, and the Federal Republic of Germany. The underlying theme of the course is the variety and problems of modern regimes. Prerequisite: Political Science 200 or permission of the instructor. Offered: fall semester of odd years.

POLITICAL SCIENCE 321. (3) *Barrus*
MARXIST GOVERNMENT AND POLITICS. An examination of the regimes which have developed from Marxist-Leninist thought. Attention will focus on the political institutions, political processes, and economic arrangements of the Soviet Union, the People's Republic of China, and other Marxist regimes. Prerequisite: Political Science 200 or permission of the instructor. Offered: spring semester of even years.

POLITICAL SCIENCE 322. (3) *Barrus*
POLITICAL DEVELOPMENT. An analysis of the political institutions and processes of modernizing nations. Particular attention is given to the relationships between economic and social modernization and political change. Case studies are drawn from contemporary modernizing regimes, the United States, the Soviet Union, Japan, and the People's Republic of China. Prerequisite: Political Science 200 or permission of the instructor. Offered: fall semester of even years.

POLITICAL SCIENCE 330. (3) *Marion*
INTRODUCTION TO AMERICAN PUBLIC ADMINISTRATION. A survey of selected themes pertaining to the principles and processes of American public administration. Topics that will be examined include the history of American public administration; the role of administrative officials in the formulation and execution of public policy; accountability and responsibility in the public sector; the politics of public budgeting; and administrative discretion and the rule of law. Prerequisite: Political Science 101. Offered: fall semester.

POLITICAL SCIENCE 331. (3) *Marion*
PUBLIC POLICY. An examination of the formulation and implementation of public policy. Attention will be given to competing approaches to public policy formulation as well as the relationship of public policy processes to the governance of society. Various contemporary issues and problems will be considered to illustrate how policy issues may be framed, evaluated, and implemented. Prerequisite: Political Science 101. Offered: spring semester.

POLITICAL SCIENCE 332. (3) *Pontuso*
THE PRESIDENCY. An examination of one of the most powerful offices in the world. Attention will be given to the creation of the American presidency; its historical development; its relations with the legislature and judiciary; and an evaluation of its compatibility with democracy. Prerequisite: Political Science 101. Offered: fall semester.

POLITICAL SCIENCE 333. (3) *Pontuso*
THE AMERICAN LEGISLATURE. An examination of the American Congress. Attention will be given to the principles which informed its creation, such as representation and bicameralism, to the legislature's relations with the other two branches of government, and to the contemporary workings of both houses of Congress. Prerequisite: Political Science 101. Offered: spring semester.

POLITICAL SCIENCE 340. (3) *Barrus*
AMERICAN FOREIGN POLICY. An analysis of the formulation and implementation of foreign policy in the United States. Topics to be examined include the relationship between regime principles and foreign policy, the Constitution and foreign policy, the institutions involved in policy making, the decision making process, and the role of interest groups and public opinion. Prerequisite: Political Science 101 or 205; or permission of the instructor. Offered: fall semester.

POLITICAL SCIENCE 410. (3) *Pontuso*
CLASSICAL POLITICAL PHILOSOPHY. This course is an examination of Plato and Aristotle and of the classical tradition of political philosophy up to the Middle Ages. The

emphasis is on close reading and critical interpretation of selected texts. Prerequisite: none. Offered: fall semester of odd years.

POLITICAL SCIENCE 430-431. (3-3) *Marion AMERICAN CONSTITUTIONAL LAW.* This course examines the major provisions of the American Constitution and their development through judicial interpretation. The first semester considers the nature of the judicial process, the constitutional powers of the separate departments, and the place of the states in the federal system. The second semester examines civil rights and liberties as protected by the original Constitution, the Bill of Rights, and the Fourteenth Amendment. Prerequisite: Political Science 101. Offered: 430 in the fall semester; 431 in the spring semester.

POLITICAL SCIENCE 440. (3) *Barrus INTERNATIONAL LAW AND ORGANIZATION.* A study of the legal and organizational structure of the international system and of the processes and forms of international order. Prerequisite: Political Science 205 or permission of the instructor. Offered: spring semester of odd years.

POLITICAL SCIENCE 441. (3) *Barrus SEMINAR IN INTERNATIONAL RELATIONS.* An intense examination of critical problems in international relations. Students will engage in a research project. Prerequisite: Political Science 205 or permission of the instructor. Offered: on sufficient demand.

POLITICAL SCIENCE 442. (3) *S.V. Wilson ISSUES OF AMERICAN NATIONAL SECURITY.* A selective analysis of foreign policy and national security problems and threats facing the United States during the closing years of the 20th century. Special attention will be given to a review of the formulation of American foreign policy and its implementation. Consideration will also be given to responses to American foreign policy by other nation states. Offered: spring semester.

PSYCHOLOGY

Professors Ortner, DeWolfe; Associate Professor Herdegen; Assistant Professor Weese

A total of thirteen courses in Psychology is required for a major. These courses must include Introduction, Quantitative Methods, Experimental I and its Laboratory, Experimental II, Physiological Psychology, and History and Systems. Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

Students seeking admission to graduate study in Psychology are encouraged to take more than the required number of courses in Psychology and to choose their electives from Sociology or Biology.

PSYCHOLOGY 201. (3) *Herdegen, DeWolfe INTRODUCTION TO PSYCHOLOGY.* This survey course is designed to introduce the student to the field of psychology and its subdisciplines (e.g., physiological, experimental, clinical, social). There will be an examination of important concepts, topics, and issues in the different areas of psychology, key findings from the scientific examination of behavior, application of that knowledge in solving individual and societal problems, and the relevance of psychology to everyday life. No prerequisites. Offered: each semester.

PSYCHOLOGY 203. (3) *Ortner QUANTITATIVE METHODS.* An introduction to statistics and methodology employed in psychology and sociology. Both descriptive and inferential techniques are discussed, including nonparametric tests of significance and simple correlation. Fundamental dimensions of social research, structuring of the data-collection process, and forms of data collection are emphasized. Prerequisite: Psychology 201 or Sociology 201. Offered: each semester.

PSYCHOLOGY 301. (3) *Herdegen EXPERIMENTAL PSYCHOLOGY I (Introduction to Experimental Psychology).* An introduction to the basic techniques, methods, and issues in psychological research, with particular emphasis on the experimental method. Topics to be addressed include: design and planning of experiments; control of variables

in research; behavioral measurement; subject selection; implementation of experiments; data analysis and evaluation; presentation of research results; ethical issues in psychological research. In addition, the principles and skills acquired in class will be applied in laboratory exercises and experiments. Prerequisites: Psychology 201, 203. Corequisite: Psychology 351. Offered: each semester.

PSYCHOLOGY 302. (3) *Herdegen*
EXPERIMENTAL PSYCHOLOGY II (*Advanced Experimental Psychology*). This course is the logical successor to Psychology 301 and will involve the consideration of more complex experimental research designs, measurement techniques, and data analysis procedures. An important component of this course is the design and implementation of individual and/or group research projects. Prerequisites: Psychology 201, 203, 301, 351. Offered: spring semester.

PSYCHOLOGY 303. (3) *DeWolfe*
PSYCHOLOGICAL ASSESSMENT. An overview of the technical problems involved in the construction and evaluation of measuring instruments, and a detailed examination of the more significant tests of ability and personality. Prerequisites: Psychology 201 and 203. Offered: spring semester.

PSYCHOLOGY 304. (3) *DeWolfe*
PSYCHOLOGY OF PERSONALITY. Theoretical approaches and research relevant to the study of personality. Psychoanalytic, trait, field, self, and learning approaches will be compared and evaluated. Prerequisite: Psychology 201. Offered: fall semester.

PSYCHOLOGY 305. (3) *Herdegen*
MOTIVATION. An examination of factors responsible for the instigation, continuation, and cessation of human and animal behavior. Topics addressed include physiological mechanisms of motivation, instinct, acquired motives, the relationship between motivation and learning, emotion, and complex forms of motivation (e.g., achievement, social influence). Prerequisite: Psychology 201. Offered: fall semester.

PSYCHOLOGY 306. (3) *DeWolfe*
SOCIAL PSYCHOLOGY. The analysis of social motivation, attitude formation and change, group structure and processes, interpersonal perception and attraction, and the psychological impact of the environment. Prerequisite: Psychology 201 or Sociology 201. Offered: spring semester.

PSYCHOLOGY 307. (3) *Staff*
BEHAVIORAL EFFECTS OF DRUGS. Presentation of the procedures for developing and classifying drugs, rationales for drug-taking behavior, explanation of the concepts of drug misuse, drug abuse, drug addiction, and current understandings of how drugs exert their effects. Prerequisite: Psychology 201. Recommended: Biology 101-102 or Psychology 308. Offered: on sufficient demand.

PSYCHOLOGY 308. (3) *Staff*
PHYSIOLOGICAL PSYCHOLOGY. A study relating behavior to its neuroanatomical foundations. The course involves a study of the basic structure and function of the nervous system combined with the relation of the regulation of specific behaviors to certain portions of the nervous system. Prerequisite: Psychology 201. Corequisite: Psychology 358. Recommended: Biology 101-102. Offered: on sufficient demand.

PSYCHOLOGY 309. (3) *Ortner*
ABNORMAL PSYCHOLOGY. Description of abnormal behavior. Prerequisite: Psychology 201 and written consent of instructor. Offered: fall semester.

PSYCHOLOGY 310. (3) *Staff*
INDUSTRIAL PSYCHOLOGY. Application of psychological principles to problems in business and industry; personnel selection. Prerequisite: Psychology 201. Offered: fall semester.

PSYCHOLOGY 311. (3) *Staff*
MANAGERIAL PSYCHOLOGY. Concepts of human behavior that are relevant to managerial problems; organizational theory. Prerequisite: Psychology 201, and 310 or consent of instructor. Offered: spring semester.

PSYCHOLOGY 312. (3) *Herdegen*
LEARNING. The theoretical and empirical study of the acquisition, modification, and retention of human and animal behavior. Topics to be addressed include conditioning and instrumental learning, mechanisms of reinforcement, verbal and language learning, memory and forgetting, and the application of principles of learning and memory. Prerequisite: Psychology 201. Offered: spring semester.

PSYCHOLOGY 313. (3) *Staff*
SENSATION. Major and minor sensory systems. Each sense is considered in terms of its physical stimulus, receptor system, neural structure, and psychophysical data. Basic psychophysical methods are also studied. Prerequisite: Psychology 201. Recommended: Psychology 308. Offered: fall semester.

PSYCHOLOGY 314. (3) *DeWolfe*
DEVELOPMENTAL PSYCHOLOGY. Normal development of the human individual beginning with the prenatal period with a special emphasis on childhood and adolescence. Developmental change and crises in middle life and old age will be described in less detail. Prerequisite: Psychology 201. Offered: fall semester.

PSYCHOLOGY 319. (3) *DeWolfe*
THE PSYCHOLOGY OF LAW. This course deals with the relationship between psychology and the legal process. Psychological abnormality and the criminal and civil law, the psychology of jury selection and deliberation, the validity of eyewitness testimony, the nature and treatment of criminal offenders, and the psychology of lawyering, negotiation and conflict resolution are among its concerns. Some attention will be given to the psychological assumptions that underlie the common law and to the empirical investigation of their validity. Prerequisite: Psychology 201. Offered: fall semester of odd years.

PSYCHOLOGY 351. (1) *Herdegen*
LABORATORY IN EXPERIMENTAL PSYCHOLOGY. Laboratory exercises involving application of principles and methods of experimentation in psychology. Prerequisites: Psychology 201, 203. Corequisite: Psychology 301. Offered: each semester.

PSYCHOLOGY 358. (1) *Staff*
LABORATORY IN PHYSIOLOGICAL PSYCHOLOGY. Laboratory exercises associated with Psychology 308. Prerequisite: Psychology 201. Corequisite: Psychology 308. Recommended: Biology 101-102.

PSYCHOLOGY 403. (3) *DeWolfe*
HISTORY AND SYSTEMS OF PSYCHOLOGY. An exploration of the history of psychology from its philosophical antecedents through the major schools of structuralism, functionalism, Behaviorism, Gestalt psychology, and psychoanalysis. Current issues which influence the research emphasis of current psychologists will be discussed. Prerequisite: Psychology 201 and five courses at the 300 level. Psychology 304 and 312 are especially recommended. Offered: fall semester.

PSYCHOLOGY 405. (3) *Ortner*
INTRODUCTION TO COUNSELING. A survey of the major theories of counseling and psychotherapy; practice in counseling according to one method. Prerequisites: Psychology 201, 309, and consent of instructor. Offered: spring of alternate years.

PSYCHOLOGY 409. (3) *DeWolfe*
INTRODUCTION TO CLINICAL PSYCHOLOGY. A study of clinical methods, treatment approaches, and problems; the clinician and research. Prerequisite: Psychology 201, 309. Offered: spring semester of even years.

PSYCHOLOGY 410. (3) *Staff*
PRACTICUM IN PSYCHOLOGY. Students spend one day a week or two half-days working in a state hospital or similar agency under supervision. Prerequisite: status as a senior majoring in Psychology. Offered: as staff time permits.

SOCIOLOGY 201. (3) *Ortner*
INTRODUCTORY SOCIOLOGY. Methods and objectives of sociological research, varying patterns of social organization, the study of society and culture, and introduction to sociological theory. Prerequisite: none. Offered: each semester.

SOCIOLOGY 302. (3) *Ortner*
SOCIOLOGY OF DEVLANCE. The deviance approach to the problems of contemporary society. Prerequisite: Sociology 201 or consent of the instructor. Offered: fall semester.

SOCIOLOGY 303. (3) *Ortner*
SOCIAL STRATIFICATION. The basic theories of social stratification are discussed with emphasis on the origin of stratification systems and on the consequences of stratification, especially the distribution and exercise of power and privilege in American society. Prerequisite: Sociology 201 or consent of instructor. Offered: spring semester of alternate years.

SOCIOLOGY 305. (3) *Ortner*
SOCIOLOGY OF RELIGION. A study of the relationship between religion and society. The sociological perspective, *viz.* that religion may be defined as a communally held system of beliefs and practices oriented to some transcendent, supernatural reality, will predominate. Prerequisite: Sociology 201 or consent of instructor. Offered: fall semester.

RELIGION

Professors Norment, RogersS; Associate Professor Carney; Visiting Assistant Professor R. Hall

The requirements for a major in Religion are 30 hours in Religion courses, including at least three courses in Biblical studies, one course in non-Christian religious tradition, and one course in Christian theology or ethics. At least one course must be at the 400 level. Six hours in Philosophy courses are also recommended for students majoring in Religion; Philosophy 307 and Sociology 305 may be counted toward the required hours for the major.

The requirements for a concentration in Philosophy and Religion are 18 hours in each department, specific courses to be chosen in consultation with the departments.

RELIGION 201. (3) *Staff*
INTRODUCTION TO THE OLD TESTAMENT (THE HEBREW SCRIPTURES). An introductory survey of Israelite origins and of the history and literature of the people of ancient Israel. Prerequisite: none. Offered: fall semester.

RELIGION 202. (3) *Staff*
INTRODUCTION TO THE NEW TESTAMENT (THE CHRISTIAN SCRIPTURES). An introductory survey of Christian origins and of the history and literature of the early Christian community. Prerequisite: none. Offered: spring semester.

RELIGION 205. (3) *Carney*
INTRODUCTION TO WORLD RELIGIONS. An introduction to the origins, development, and current meaning of several spiritual traditions. The course is designed to show the diversity of religious traditions as well as indicate the common questions that the various traditions address. The course will begin with a consideration of the relation between religion and the human condition as we experience it. In the light of this introduction, several traditions chosen from the Jewish, Christian, Hindu, Buddhist, Confucian, Taoist, Muslim, and Native American traditions will be examined. Prerequisite: none. Offered: each semester.

RELIGION 285-286. (3-3) *Rogers*
TUTORIAL IN BIBLICAL HEBREW. Introduction to basic vocabulary and grammar of Biblical Hebrew. Emphasis on (1) learning to read sentences in the Hebrew Old Testament; (2) acquiring a facility in using a Hebrew lexicon and in using the critical notes in the Hebrew text. Prerequisite: none. Offered: on sufficient demand.

RELIGION 301. (3) *Rogers*
THE NATURE OF RELIGIOUS EXPERIENCE. In every age men and women have sought to understand the mystery of birth, the origin of good and evil, the uncertainty of suffering and death. This course is designed to investigate a variety of religious beliefs and customs to determine how peoples of every age have perceived reality at the deepest levels of their existence. In the process, a variety of critical methodologies will be utilized. Prerequisite: none, but a 200-level Religion course or Humanities 101-102 is recommended. Offered: fall semester of even years.

RELIGION 303. (3) *Rogers*
JUDAISM. Jewish history and religion, institutions and observances, customs and lore from the Biblical period to the present. Prerequisite: none. Offered: spring semester of even years.

RELIGION 304. (3) *Carney*
ISLAM. A study of the major elements of religious life and practice in the Islamic tradition: Allah, *Qur'an*, Prophet, worship, law, theology, mysticism. Special attention will be paid to the influence of Islam on the development of European culture, the relation of Islam to the Jewish and Christian traditions, and the contemporary resurgence of Islam. Prerequisite: none. Offered: spring semester of odd years.

RELIGION 305. (3) *Carney*
RELIGIONS OF INDIA. A study of the religions of India and the historical and cultural context in which they developed. Special attention will be paid to Vedism, Brahminism, Jainism, Buddhism, and Hinduism. Prerequisite: none. Offered: fall semester of odd years.

RELIGION 306. (3) *Carney*
RELIGIONS OF EAST ASIA. A study of Confucianism, Taoism, Shinto, and Buddhism in the context of the history and culture of East Asia. Prerequisite: none. Offered: fall semester of even years.

RELIGION 307. (3) *Norment*
RELIGION IN AMERICA. A study of the role of religion in the development of American culture, with particular attention to distinctive Christian groups and to significant trends in American Christian thought. Prerequisite: none. Offered: spring semester.

RELIGION 308. (3) *Norment*
CONTEMPORARY CHRISTIAN THEOLOGY. An introduction to the study of theology, with particular attention to important recent developments and the writings of major 20th century European and American theologians. Prerequisite: Religion 202, Humanities 101-102, or permission of the instructor. Offered: intermittently, spring semester.

RELIGION 309. (3) *Norment*
CHRISTIAN ETHICS. A study of significant traditional and contemporary emphases in Christian ethical theory, and the application of Christian ethical analysis to selected moral and social issues. Prerequisite: none, but Religion 202 is recommended. Offered: spring semester.

RELIGION 310. (3) *Hall*
THE HEBREW PROPHETS. An investigation of the rise and development of the prophetic movement in Israel, with particular emphasis upon the relevance of the prophets for their own and later times. Prerequisite: Religion 201, Humanities 101, or permission of the instructor. Offered: spring semester of odd years.

RELIGION 312. (3) *Norment*
THEOLOGY OF PAUL. A study of principal theological and ethical ideas and issues in the letters of Paul, undertaken from the perspectives of Biblical and historical theology rather than from those of literary or biographical analysis. Some consideration will be given to the interpreters of Paul—his influence on

subsequent theologians such as Martin Luther, Karl Barth, and Reinhold Niebuhr. Prerequisite: Religion 202, Humanities 102, or permission of the instructor. Offered: fall semester of even years.

RELIGION 313. (3) *Hall*
THE SYNOPTIC TRADITION. An evaluation of the person and work of Jesus as portrayed in Matthew, Mark, and Luke, with particular attention to the work of contemporary theologians with respect to the "historical Jesus." Prerequisite: Religion 202, Humanities 102, or permission of the instructor. Offered: fall semester of odd years.

RELIGION 314. (3) *Hall*
THE JOHANNINE TRADITION. A study of the New Testament documents commonly associated with this tradition: the Gospel of John (the "Fourth Gospel"), the Letters of John, the Revelation (Apocalypse) of John. Principal attention will be given to the Gospel—its formation, its relation to the Synoptic Gospels, its distinctive theological emphases. Prerequisite: Religion 202, Humanities 102, or permission of the instructor. Offered: fall semester of odd years.

RELIGION 407. (3) *Norment*
RELIGION AND DEATH. A study of the perception and management of death in various religious traditions, with particular reference to New Testament conceptions and the perspectives of contemporary theologians; consideration of certain ethical issues associated with death and dying. Prerequisite: none, but either Religion 201, 202, or 205, or Religion course from 301 to 314, is recommended. Offered: intermittently, either semester, or spring short term.

RELIGION 408. (3) *Rogers*
THEOLOGY AND LITERATURE. A consideration of the usage of specific Biblical and/or religious themes or motifs in contemporary literature. The emphasis will be on discerning what principles of interpretation are used in giving contemporary expression to specific themes. The specific themes considered vary. Prerequisite: Religion 202, or permission of the instructor. Offered: intermittently, either semester.

RELIGION 475. (3) *Staff*
SEMINAR IN CONTEMPORARY THEOLOGICAL ISSUES. Intensive study of selected issues in the fields of contemporary and/or Biblical theology. Limited enrollment. Open to juniors and seniors (sophomores by permission of the instructor). Prerequisite: Religion 202, or permission of the instructor. Offered: intermittently, either semester.

RHETORIC

Professors Arieti, Bagby, S. Colley, Martin, Simpson, Tucker; Adjunct Professor C. Colley; Associate Professors Brinkley, Saunders, Schiffer; Assistant Professors Deis, Frye; Lecturers, Cabas, Hingeley, K. Leutze, B. O'Grady, Rhoads, Robbins

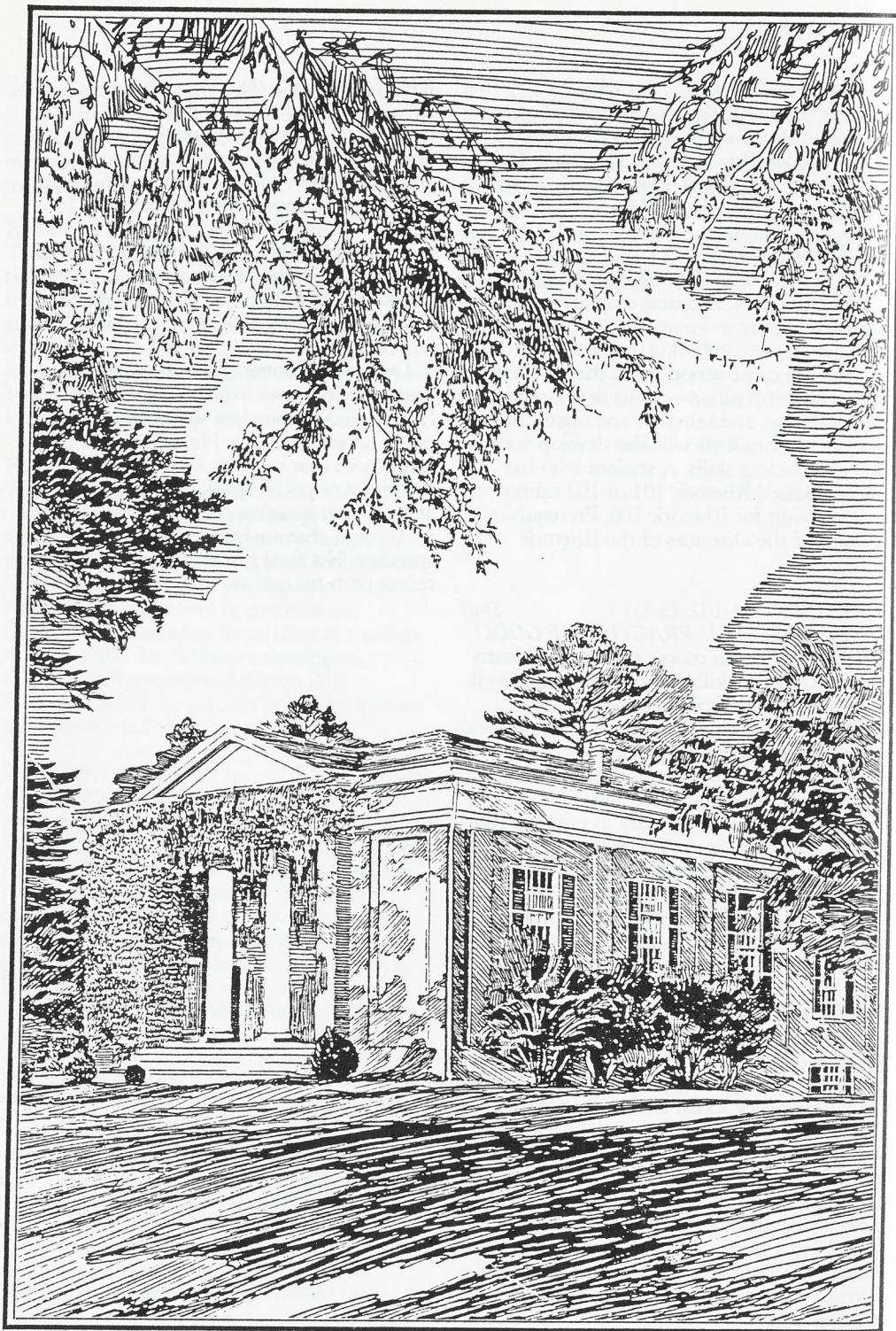
RHETORIC 100. (3) *Staff*
INTRODUCTION TO GRAMMAR AND COMPOSITION. A course emphasizing basic sentence grammar—parts of speech, sentence types, sentence combining, and major errors in sentence construction—and the basic elements of composition—thesis development, paragraphing, and selection and organization of evidence. Students will also develop vocabulary and reading skills. A student who has already passed Rhetoric 101 or 102 cannot receive credit for Rhetoric 100. Prerequisite: consent of the Directors of the Rhetoric Program.

RHETORIC 101-102. (3-3) *Staff*
PRINCIPLES AND PRACTICE OF GOOD WRITING. In this course students will learn and practice the skills they need to write well. The course will emphasize reading, clear thinking, composing, revising, and editing and in the process prepare students for other courses that demand careful reading, thinking, and writing. The course will also provide a foundation of skills necessary to pass the Rhetoric Proficiency Exam. Prerequisites: for Rhetoric 101, none (except for students placed in Rhetoric 100, who must pass that course before enrolling in Rhetoric 101); for Rhetoric 102, Rhetoric 101 or consent of the Directors.

RHETORIC 200. (3-3) *Staff*
 A combination of individual tutorial and group work, this course is designed for those students who have not passed the timed Rhetoric Proficiency Exam after three attempts or by the time they have earned their 89th hour. During the semester students will review the principles of sound argumentative prose under the tutelage of an instructor and will write three essays of 8-10 pages in length. Receiving a grade of *Satisfactory* on the three essays will constitute a demonstration of proficiency in writing and so satisfy the College's requirement.

RHETORIC 210. (3) *Staff*
PUBLIC SPEAKING. In Rhetoric 210 students study the art of speaking in public, developing their abilities in the following areas: invention and discovery, arrangement, style, memory, and delivery. Rhetoric 210 is neither a course in elocution, with a narrow focus on oral delivery, nor in merely written composition; rather, it treats the issues and difficulties peculiar to the act of speaking intelligibly, forcefully, and persuasively to an audience.

During the course of the semester each student will deliver five speeches. In addition, he will read and analyze in a series of short essays several orations. He will write a mid-term exam that tests his knowledge of the principles of public speaking and his ability to analyze such speeches. Finally, he will write a term paper that analyzes a speech or speeches. His final grade in the course will reflect both his oral and his written work.





Matters of Record

DEGREES AND OTHER HONORS

Awarded at Commencement, May 14, 1989

DOCTOR OF LAWS

Dr. John F. Lehman, Jr.
Commander, U. S. Naval Reserve

BACHELOR OF ARTS

Stacy Wade Adams	<i>magna cum laude</i>	Wheaton, Illinois
<i>Honors in Political Science</i>		
John Reese Alexander III		Doylestown, Pennsylvania
Adam John Algeier, Jr.		Keysville, Virginia
Albert Walker Allen		Boca Raton, Florida
Patrick Hobbs Allison, Jr.		Grand Saline, Texas
Marc Andrew Allocca		Manakin-Sabot, Virginia
Andrew Monroe Ames		Richmond, Virginia
Christopher Jon Anderson		Norwell, Maine
Alexander Arnz		Newport News, Virginia
Timothy Neal Austin		Evergreen, Virginia
Hugh Coyt Bailey III	<i>in absentia</i>	Jackson, Mississippi
Ralph William Baker		Farmville, Virginia
Andrew Jackson Watkins Barber		Durham, North Carolina
Christian Eivind Barth		Cherry Hill, New Jersey
Frank Alexander Bates III		Narragansett, Rhode Island
Bruce Richard Besley	<i>in absentia</i>	Norfolk, Virginia
James Vanallen Bickford IV		Norfolk, Virginia
Clayton Corbin Black		Richmond, Virginia
Andrew Hasselle Bowles		Richmond, Virginia
Robert Andrew Branan	<i>cum laude</i>	Houston, Texas
Michael Robert Brost		Richmond, Virginia
Mason Smith Brugh		Clifford, Virginia
Robert Alejandro Cabrera		Hagerstown, Maryland
Nicholas Capuano		Fairfax, Virginia

Stephen Ashby Carpenter	San Antonio, Texas	
William Gresham Chapman	Kilmarnock, Virginia	
Aldo Edmundo Chavez	Hague, Virginia	
Geoffrey Scott Christ	Lebanon, Pennsylvania	
Justin Wright Cole	Charlotte, North Carolina	
George Amory Cumming	Hampton, Virginia	
Christopher Kent Currin	Chester, Virginia	
Timothy Murray Curtin	Vienna, Virginia	
Joel Rex Davis	Stony Creek, Virginia	
Leroy Webb Davis	Virginia Beach, Virginia	
Tucker David Davis	<i>magna cum laude</i>	Richmond, Virginia
David Andrew Deane	Bloomfield Hills, Michigan	
John Patrick Delnegro	Alexandria, Virginia	
Charles Frederic Drayton	Franklin, Tennessee	
Kenneth Dea Drinkwalter, Jr.	Duluth, Georgia	
Charles Ernest Echols, Jr.	Charlottesville, Virginia	
Thomas Davidson Evans	Midlothian, Virginia	
Michael Carr Fancher	Victoria, Virginia	
Thomas Keith Farmer, Jr.	Alexandria, Virginia	
William McLeod Ferguson III	<i>cum laude</i>	Yorktown, Virginia
Kenneth Paul Finger	Netawaka, Kansas	
Samuel Wilson Finney	Gloucester, Virginia	
David Christopher Fleming	Falls Church, Virginia	
Mason Stanfield Flinn	Locust, New Jersey	
George Stephen Forde III	Philadelphia, Pennsylvania	
Malcolm Trowbridge Freeman	Vienna, Virginia	
Charles Roberts Garrison	Dallas, Texas	
David Paul Gerber	Scarsdale, New York	
Patrick Noel Getlein	Woodbridge, Connecticut	
Read Fisher Goode, Jr.	Midlothian, Virginia	
Matthew David Goodrich	Dover, Delaware	
Joseph Andrew Grant	Bernardsville, New Jersey	
George Lucius Jeffreys Greene	Halifax, Virginia	
Thomas John Groonell	Fairfield, Connecticut	
Walter Lee Grubb III	Charlotte, North Carolina	
Fred Eugene Hamlin III	Roanoke, Virginia	
Charles Dale Harman III	Atlanta, Georgia	
John Spencer Randolph Harris	<i>summa cum laude</i>	Atlanta, Georgia
<i>Honors in English</i>		
Michael Edward Harris	Roanoke, Virginia	
Ondray Toney Harris	Chesterfield, Virginia	
Marion Peebles Harrison	<i>summa cum laude</i>	McKenney, Virginia
Nathan Carl Haynie	Virginia Beach, Virginia	
Philip Ignatius Heuisler IV	Baltimore, Maryland	

John Marion Hooper	Nashville, Tennessee
John Marion Hopper	Saluda, Virginia
Robert Livingston Ireland, Jr.	New York, New York
Daniel Allen Jenkin	Jacksonville, Florida
Leo Bradley Johnson	Baldwinsville, New York
Thomas Charles Johnson	Greenville, South Carolina
Gregory Edmunds Jones	Waynesboro, Virginia
John Metcalf Joslin II	Shawnee Mission, Kansas
Jerome Jouanneau-Courville	Paris, France
John Bowie Kahle	Huntington, West Virginia
Mark Harold Kattmann	Charlottesville, Virginia
Christian Anders Kiesau	Spartanburg, South Carolina
Philip Alexander Korshak	Houston, Texas
Ronald Keith Kozlowski	Bay Village, Ohio
Arthur Henry Kreienbaum III	Emporia, Virginia
Richard Arthur Kruse	<i>summa cum laude</i>
Daniel Lee Laramore	Fredericksburg, Virginia
Jeff Raymond Lavangie	Annapolis, Maryland
William Bachman Chisolm Leonard, Jr.	Gainesville, Georgia
Edward Mark Lewis	Columbia, South Carolina
Robert Crider Lodge	Trussville, Alabama
Douglas Edward Maddox	Wayne, Pennsylvania
Christian Thomas Mamon	Amherst, Virginia
Philip Egerton Mankins	Lexington, Virginia
John Joseph Mazulewicz	Huntington, West Virginia
Richard Claiborne McEvoy	Annandale, Virginia
Douglas Paul McManamy	Chattanooga, Tennessee
Daniel Christopher McMullen	Dunwoody, Georgia
James Harrison McVey	Cumberland, Maryland
James Wright Mercer, Jr.	Richmond, Virginia
Scott Turner Miles	Fredericksburg, Virginia
Harmon Baker Miller IV	Midlothian, Virginia
Christopher Mark Mize	Atlanta, Georgia
Jonathan David Mize	Richmond, Virginia
Brian Elliott Moon	Richmond, Virginia
Michael Etheredge Moore	Midlothian, Virginia
John Bottomley Morton III	Virginia Beach, Virginia
John Christopher Naftzger	Wilmington, Delaware
Mark Stephen Nettle	West Hartford, Connecticut
William Trent Morehead Newton	Shelton, Connecticut
Timothy Michael O'Keeffe	Orange Park, Florida
Donald Fraser Orr, Jr.	Stoughton, Massachusetts
Richard Walthall Osborn	Greensboro, North Carolina
Christopher Barris Page	Farmville, Virginia
	Leesburg, Virginia

Clifford Paul Parson	<i>magna cum laude</i>	Hopewell, Virginia
Ryder Lee Perkins		Richmond, Virginia
Edwin Perry Pernell III		South Hill, Virginia
Paul Edward Pisano	<i>cum laude</i>	Far Hills, New Jersey
Christopher Wayne Powell		Fishersville, Virginia
Charles Wingfield Pryor III		Lynchburg, Virginia
Philip Sanford Rachels		Norfolk, Virginia
James Westfeldt Rapier		New Orleans, Louisiana
Jake Rasor III		Cross Hill, South Carolina
Richard Chappell Redd		West Point, Virginia
Thomas Butler Reynolds		Thomasville, Georgia
Jeffrey Greer Rice		Baton Rouge, Louisiana
Steven Matthew Riddle	<i>magna cum laude</i>	Durham, North Carolina
Carrol Saunders Roberson, Jr.		Rocky Mount, North Carolina
Richard Kinckle Robinson		Pamplin, Virginia
Thomas Luttrell Rose		Dallas, Texas
David Hile Rutledge	<i>cum laude</i>	Richmond, Virginia
Christopher Michael Savvides		Virginia Beach, Virginia
Charles Christopher Scardina		Arlington, Virginia
Andrew Ryan Shoemaker	<i>summa cum laude</i>	Charlottesville, Virginia

Honors in Economics

Christopher Bryan Sibold	<i>in absentia</i>	Richmond, Virginia
John Farr Simons III		Ft. Washington, Pennsylvania
Richard Keith Smith	<i>in absentia</i>	Wytheville, Virginia
Stanford Lee Southworth		Richmond, Virginia
Matthew Clarke Sunderlin		Winchester, Virginia
James Pronk Tate IV		Richmond, Virginia
Trueman Cross Slingluff Thompson		Annapolis, Maryland
Philip Thomas Thurmond III	<i>cum laude</i>	Chesterfield, Virginia
Mark Wayne Turner	<i>cum laude</i>	Silver Spring, Maryland

Honors in English

John Stephens Vail		Brookline, Massachusetts
Richard Burks Verrone		Rocky Mount, North Carolina
Jack Roland Von Maur III		Saddle River, New Jersey
Cabell Fitzgerald Wallace		Williamsburg, Virginia
Craig Alexander Wallace		Midlothian, Virginia
David Brian Weiss		Atlanta, Georgia
Bruce Daniel Wenger		Charlottesville, Virginia
Thomas Harrison Whiteley		Annapolis, Maryland
Phillip Lee Williams		Chevy Chase, Maryland
George Martin Wood		Clifton Forge, Virginia
William Durwood Woodley		Manakin-Sabot, Virginia
Mark Theron Wright		Decatur, Georgia
George William Yurgaitis, Jr.		Warrenton, Virginia

BACHELOR OF SCIENCE

James Alfred Allman III	Hampden-Sydney, Virginia
Matthew Lyon Areford	<i>summa cum laude</i> Jacksonville, Florida
Kirk Andrew Bolle	Reston, Virginia
Paul Daniel Brittain	Dallas, Texas
Jay Christopher Brumfield	<i>summa cum laude</i> Danville, Virginia

Honors in Chemistry

Christopher Stephen Carney	Madison, Connecticut
Brian Patrick Cassidy	East Islip, New York
David Henderson Clark II	Virginia Beach, Virginia
Jeffrey Stuart Collins	Alexandria, Virginia
Craig Alan Conner	Grove City, Pennsylvania
David Ross Foreman, Jr.	Suffolk, Virginia
Evan George Gliptis	Hershey, Pennsylvania
John Carl Hopewell	Suffolk, Virginia
Christopher Courtney Keeley	<i>cum laude</i> Roanoke, Virginia
Robert Milton Krauss	Hanover, Maryland
Jeffry Alexander Lawson	Virginia Beach, Virginia
Michael Kent Leonard, Jr.	<i>Honors in Biology</i> Charlotte, North Carolina
James Carl Locke	<i>summa cum laude</i> Gladys, Virginia
William Reed McGuire	Richmond, Virginia
Steven English Mills	<i>cum laude</i> Mechanicsburg, Pennsylvania
James Brian Mooney	<i>cum laude</i> Mardela Springs, Maryland
John Jarrett Moss	<i>magna cum laude</i> Smyrna, Georgia
Jeffrey Lawrence Odum	Columbia, South Carolina
Charles Frederick Payne	West Point, Virginia
Eric David Pinnar	<i>magna cum laude</i> Annandale, Virginia
Hector Alejandro Portuondo	West Palm Beach, Florida
John Norris Richardson	<i>summa cum laude</i> Redart, Virginia

Honors in Chemistry

Charles Alexander Rivers	Birmingham, Alabama
Patrick Jonathan Taylor	Hampton, Virginia
Clemace Richard Valiant	Newark, Delaware
Timothy Joseph Ware	Fairfield, Virginia

TROPHIES AND AWARDS PRESENTED AT GRADUATION

THE GAMMON CUP

Given annually in memory of Dr. Edgar G. Gammon, pastor of College Church 1917-1923 and President of the College 1939-1955, to the member or members of the graduating class who have best served the College. Character, scholarship, and athletic ability are considered.

1989 Recipients: Ralph W. Baker '89
 Steven M. Riddle '89

THE ALGERNON SYDNEY SULLIVAN MEDALLIONS

Given annually in honor of its first president, Algernon Sydney Sullivan, by the New York Southern Society. At least one recipient of this award is a member of the graduating class who has distinguished himself for excellence of character and generous service to his fellows. The other recipients are usually chosen from those friends of the College who have been conspicuously helpful to and associated with the institution in its effort to encourage and preserve a high standard of morals.

1989 Recipients: Matthew D. Goodrich '89
 Clifford P. Parson '89
 William C. Boineast '54
 William and Anita Holbrook

THE ANNA CARRINGTON HARRISON AWARD

Given annually, in memory of his mother, through the generosity of Mr. Fred N. Harrison of Richmond, Virginia, to the juniors or seniors who have shown the most constructive leadership during the school year.

1989 Recipients: M. Peebles Harrison '89
 Phillip L. Williams '89

THE SAMUEL S. JONES PHI BETA KAPPA AWARD

Given by the Eta of Virginia Chapter in recognition of intellectual excellence. The award is made possible by the generosity of the alumnus, Class of 1943, whose name it bears.

1989 Recipients: Jay C. Brumfield '89
 Mark W. Turner '89

THE CABELL AWARD

Given to "a Hampden-Sydney faculty member

in recognition of outstanding classroom contribution to the education of Christian young men." The Cabell award was created by the Robert G. Cabell III and Maude Morgan Cabell Foundation to assist the College in attracting and keeping professors of high ability and integrity.

1989 Recipient: Mark T. Nelson

THE ROBERT THRUSTON HUBARD IV AWARD

Given annually in memory of Robert Thruston Hubbard IV, a member of the class of 1935 and a professor of political science from 1946 until 1982, to that member of the faculty or staff most distinguished for active devotion and service to the College and her ideals.

1989 Recipient: Paul S. Baker

THE SENIOR CLASS AWARD

Given by the Senior Class at Commencement to a member of the faculty, administration, or College staff who in the eyes of the Class members has contributed during their four years most significantly to the College, her students, and community.

1989 Recipient: Todd H. Schill

THE THOMAS EDWARD CRAWLEY AWARD

Given in memory of Thomas Edward Crawley, Class of 1941, who served the College as teacher, scholar, musician, and dean from 1946 until 1984, to that professor most distinguished for devoted service to the ideals of Hampden-Sydney and the education of her sons.

1989 Recipient: C. Wayne Tucker

THE TRUSTEES' PRIZE

Given on behalf of the Board by a Trustee of the College to that member of the Faculty who, acknowledged by peers and students alike for superior teaching, also brings distinction to himself and to the College through acclaimed research, publication, or other intellectual labor of merit.

1989 Recipient: Ronald L. Heinemann

OMICRON DELTA KAPPA

Stacy Wade Adams '89
Matthew Lyon Areford '89
Ralph William Baker '89
Rudolph Bumgardner IV '90
Charles Donald Dees, '90
Charles Frederic Drayton '89
David Ross Foreman, Jr. '89
Matthew David Goodrich, '89
Alton Larue Gwaltney III '90
Marion Peebles Harrison '89
John Carl Hopewell '89
Daniel John Kungl '90
Robert Scott Lake '90
Joseph Hilliard Lane, Jr. '90
Daniel Lee Laramore '90
James Carl Locke '90
Jonathan David Mize '89
John Jarrett Moss '89
Dung Quang Nguyen '90
Clifford Paul Parson '89
Paul Edward Pisano '89
Charles Wingfield Pryor III '89
Steven Matthew Riddle '89
Andrew Ryan Shoemaker '89
Phillip Thomas Thurmond III '89
George Clifford Walton '90
Stephen Kirk Waskey '90

PHI BETA KAPPA

Stacy Wade Adams '89
Matthew Lyon Areford '89
Robert Andrew Branan '89
Jay Christopher Brumfield '89
Tucker David Davis '89
John Spencer Randolph Harris '89
Marion Peebles Harrison '89
William McLeod Ferguson '89
Richard Arthur Kruse III '89
James Carl Locke '89
John Jarrett Moss '89
Clifford Paul Parson '89
Eric David Pinnar '89
Paul Edward Pisano '89
John Norris Richardson '89
Steven Matthew Riddle '89
Andrew Ryan Shoemaker '89
Mark Wayne Turner '89
George Clifford Walton '90

1988-89 MERIT SCHOLARS

MADISON SCHOLARS

Matthew J. Ford
William R. Jones
Joseph H. Lane, Jr.

ALLAN SCHOLARS

Matthew L. Areford
Charles D. Dees
William W. Hyde
Michael S. Jones
Kevin L. Miller
Matthew C. Porter
Milton P. Reid
George C. Walton

PATRICK HENRY SCHOLARS

Aaron C. Beshears
Troy E. Drafton
Richard K. Dunn
F. Brawner Greer
Alton L. Gwaltney III
Joseph S. Just
James B. Mooney
John J. Moss
Bradley S. Nester
J. Michael Parkerson
L. Davis Phaup III
John N. Richardson
Juris P. Simanis
Paul D. Thompson
Philip T. Thurmond III
Russell D. Turner
Stephen H. Turner
Stephen K. Waskey
Miles C. Williams
John M. Zell

VENABLE SCHOLARS

William S. Baggett
James F. Bebeau
Jeffery P. Coleman
Daniel G. Drew, Jr.
David E. Forbes
Alfred A. Fry
Samuel P. Gaillard IV
Mark E. Gammon
J. S. Randolph Harris
Michael D. Knight
James C. Locke
Jonathan E. Marston
James B. McVey
Steven E. Mills
Brian M. Mitchell
Brian C. Monk
Richard P. Mortorff
Dung Q. Nguyen
Ricky L. Parham
Clifford P. Parson
Eric D. Pinnar
Timothy L. Riddell
Thomas J. Robinson
Andrew R. Shoemaker
F. Scott Soukup
Michael L. Speckhart
David Scott Vargo
Gregory K. Walker
John F. Wall
Christian J. Ward
Edwin L. West III

LEADERSHIP AWARDS

Stephen D. Bear
Richard T. Busch
Thomas M. Dickinson III
Raymond H. Elmore
M. Peebles Harrison
Michael D. Jones
Barry Q. Nichols
Courtney M. Pernell
Charles W. Pryor III
David H. Rutledge
John D. Simcic
Mark W. Turner

FRESHMEN 1988-89

Mahdi M. Abu-Omar	Arlington, Virginia	Richard F. deButts	Charlottesville, Virginia
Philipp W. Alhusen	Rocky Mount, North Carolina	Timothy N. Deery	Landisville, Pennsylvania
Paul B. Amos	Chester, Virginia	C. Scott Derosier	Chester, Pennsylvania
Leonard Armstrong, Jr.	Alexandria, Virginia	Thomas M. Dickinson III	Winchester, Virginia
Stephen J. Arnold	Raleigh, North Carolina	Thomas V. Dinh	Richmond, Virginia
Charles B. Atwill	Richmond, Virginia	Edward A. Dittmar	Dallas, Texas
Emmett M. Avery IV	Richmond, Virginia	Troy E. Drafton	Beckley, West Virginia
C. Todd Ayers	Roanoke, Virginia	D. Griffith Drew	Bradley, West Virginia
W. Stephen Baggett	Natural Bridge, Virginia	Stephen M. Driscoll	Williamsburg, Virginia
Sabat P. Barber	Durham, North Carolina	James K. Duffy	Annandale, Virginia
John W. Barganier	Montgomery, Alabama	Rand M. DuPriest	Ashland, Virginia
Edward I. Bates	Ponte Verda Beach, Florida	Henry H. Edens III	Richmond, Virginia
Brian W. Baucum	Charlotte, North Carolina	Jeffrey C. Eisenbeiss	Norfolk, Virginia
Hamlin Beattie	Easley, South Carolina	Kenneth M. Elliott III	Springfield, Virginia
T. Scott Beckman	Lutherville, Maryland	John Tayloe Emery	Pittsburgh, Pennsylvania
Peter C. Bennett, Jr.	Vienna, Virginia	Benjamin S. Engram III	Albany, Georgia
Schuyler G. Benson	Easton, Maryland	Floyd T. Fallen, Jr.	Midlothian, Virginia
Brian D. Bernas	Lynchburg, Virginia	Robert John Farris, Jr.	Urbanna, Virginia
David F. Bernhardt	Midlothian, Virginia	Jeremy D. Fass	Newport News, Virginia
Aaron C. Beshears	Raleigh, North Carolina	Brian E. Ferrell	Waterford, Virginia
Edward L. Bing	Princeton, New Jersey	John M. Field	Virginia Beach, Virginia
Thomas W. Bishop	Norfolk, Virginia	Jack E. Fielden, Jr.	San Antonio, Texas
Carl H. Bivens	Roanoke, Virginia	Mathew A. Fitzer	Newport News, Virginia
Luke P. Blackburn	Frankfort, Kentucky	John P. Fleming	Anderson, South Carolina
Bradford A. Bodamer	Vienna, Virginia	Lane W. Foard	Roanoke, Virginia
Frank M. Booth IV	Gainesville, Georgia	Pace Mahood Fonville, Jr.	Richmond, Virginia
R. Dwayne Bowyer	Mechanicsville, Virginia	James Cabell Fooshe	Arlington, Virginia
Leo J. M. Boyd	Richmond, Virginia	Matthew J. Ford	Trafford, Pennsylvania
H. Harrison Braxton III	Fredericksburg, Virginia	Chapin A. Frazee	Richmond, Virginia
Charles P. Britt	Greensboro, North Carolina	Andrew W. Freitas	Fairfax, Virginia
Kevin G. Brockman	Charlottesville, Virginia	David N. Gallik	Charlottesville, Virginia
Dwight C. L. Brooks	Richmond, Virginia	Christopher I. Gant	New Orleans, Louisiana
Reuben C. Brooks, Jr.	Bowling Green, Virginia	John Cline Garber, Jr.	Roanoke, Virginia
Andre C. Broussard, Jr.	Baton Rouge, Louisiana	Christopher G. Giglio	Purcellville, Virginia
Marc A. Brown	Arlington, Virginia	Curtis H. Gill	Dunwoody, Georgia
Shawn D. Brown	Washington, D. C.	James B. Glenn II	Roanoke, Virginia
C. Brandon Browning	Decatur, Alabama	Thomas M. Gray	New Canaan, Connecticut
Kay A. Buckner, Jr.	San Marcos, Texas	Jeff D. Gregory	Fairfax, Virginia
Esmond S. Burris	Lynchburg, Virginia	Christopher D. Haddock	Centreville, Virginia
Richard T. Busch	Elkins, West Virginia	Clarence E. Hall, Jr.	Victoria, Virginia
James A. Butts IV	South Hill, Virginia	Timothy Ryan Hall	Rumson, New Jersey
W. Huntington Byrnes	Eads, Tennessee	Troy M. Hanna	Columbia, South Carolina
James T. Cali	Metairie, Louisiana	Sam T. Hardman	Commerce, Georgia
Michael H. Callahan	Gainesville, Georgia	Phillip M. Harman	Blacksburg, Virginia
Alexander T. Campbell	Norfolk, Virginia	Gaston C. Harris III	Spartanburg, South Carolina
Robert A. Campbell	Wytheville, Virginia	Jeffrey A. Harrison	New Canaan, Connecticut
Hawes Campbell IV	Yorktown, Virginia	Paul R. Hawks	Appomattox, Virginia
Robert B. Campbell, Jr.	Staunton, Virginia	Michael Craig Hayes	Richmond, Virginia
Fitzhugh L. Cantrell	Buena Vista, Virginia	Dwayne S. Haywood	Grafton, Virginia
John B. Carney	N. Kingstown, Rhode Island	Brian A. Helleberg	Charlottesville, Virginia
Bradley A. Cherry	Williamsburg, Virginia	William L. Herring, Jr.	Richmond, Virginia
Howard G. Clay	Smithfield, Virginia	Cecil W. Hickam III	Pulaski, Virginia
C. Lee Clodfelter III	Newport News, Virginia	Alan James Hiss	Miami, Florida
Rives B. Coleman	Martinsville, Virginia	Christopher Walk Hlad	Farmville, Virginia
Michael S. Comerford	Dumfries, Virginia	Matthew S. Hollowell	Charlotte, North Carolina
Richard D. Conley, Jr.	Moneta, Virginia	David Davies Hood, Jr.	Birmingham, Alabama
Benton D. Cook	Crofton, Maryland	George M. Howe III	Gastonia, North Carolina
Anton J. Crone	New Britain, Pennsylvania	Bryan C. Hughes	Atlanta, Georgia
Eskridge Culver	Shaker Heights, Ohio	James D. Hundley, Jr.	Wilmington, North Carolina
Michael F. Cutter	Norfolk, Virginia	J. D. Hungarland	Winston-Salem, North Carolina
Newell A. Daly	Charlotte, North Carolina	Brian A. Irving	Hollywood, Florida
Edward L. Davies	Woodberry Forest, Virginia	Christopher C. Jackson	Dallas, Texas
John W. Davis III	Richmond, Virginia	Roger C. Jackson	Pamplin, Virginia
Scott M. Dearnley	Poquoson, Virginia	Joel R. Johnson	Martinsville, Virginia
		Sage B. Johnson	Abingdon, Virginia
		Damian A. Jones	El Toro, California

H. Giles Jones	Calhoun, Georgia	William Allan Rees	Richmond, Virginia
Michael Duane Jones	Mt. Pleasant, North Carolina	Richard B. Reid	Spartanburg, South Carolina
Alfred F. Jones III	Miami Shores, Florida	Michael J. Remington	Fairport, New York
Millard F. Jones III	Richmond, Virginia	David Kirk Richardson	Charlottesville, Virginia
Franklin R. Jones, Jr.	Richmond, Virginia	Timothy L. Riddell	Slidell, Louisiana
Joseph Scott Just	LaCrosse, Virginia	John S. Roberts	Mobile, Alabama
Patrick C. Kaufman	Sea Island, Georgia	Drew T. Robertson	Dallas, Texas
Scott G. Kerridge	Millersville, Maryland	Frank Hardy Roddy	New Orleans, Louisiana
Jeffrey A. Ketron	Richmond, Virginia	Brenan S. Roser	Easton, Maryland
Jeffrey M. Kirby	Sevierville, Tennessee	C. David Runnells III	Chester, Virginia
Michael D. Knight	Mobile, Alabama	H. E. Vann Russell	Raleigh, North Carolina
Paul D. Koelliker	St. Simons Island, Georgia	Ross E. Sallade	Newport News, Virginia
Brian K. Lampert	Burlington, New Jersey	Patrick E. Santos	Harrisonburg, Virginia
Adam P. Lavelle	Jeannette, Pennsylvania	Charles K. Schaefer	New Orleans, Louisiana
Thomas R. Layer	Williamsburg, Virginia	Thomas J. Scott	Onancock, Virginia
Sean T. Lenehan	Alexandria, Virginia	Ralph Brooks Scurry III	Augusta, Georgia
Warren R. Liptok, Jr.	Gallagher, West Virginia	Marvin Calvin Seales, Jr.	Selma, Alabama
David B. Lister	Tallahassee, Florida	Clay K. Sharman	Annapdale, Virginia
Russell L. Long	Chapin, South Carolina	William K. Shaver II	Roanoke, Virginia
Edward T. Lupberger	New Orleans, Louisiana	Jeffrey L. Shaw	Atlanta, Georgia
Thomas J. Mallis	Roanoke, Virginia	Patrick Sheehan	Rhinebeck, New York
William E. Mansfield	Atlanta, Georgia	William T. Sigler	Midlothian, Virginia
McAlister Marshall II	Richmond, Virginia	Reynolds Reed Skaggs	Chester, Virginia
Carter H. McEntire	Columbia, South Carolina	Leonard W. Skelton, Jr.	Mechanicsville, Virginia
David C. McGeary	Richmond, Virginia	David B. Smallwood	Atlanta, Georgia
Michael D. McKittrick	Richmond, Virginia	John W. T. Smith	Richmond, Virginia
David L. McLaughlin	Aiken, South Carolina	Kevin E. Smith	Spartanburg, South Carolina
Henry George McMahon	Metairie, Louisiana	Peter V. Smith	Burlington Flats, New York
John B. Meek III	Norfolk, Virginia	Charles E. Smith IV	Ripley, West Virginia
Douglas P. Meeks	South Charleston, West Virginia	Charles P. Smith IV	Bassett, Virginia
Christopher J. Merrill	Charleston, West Virginia	J. Goodwin Smith, Jr.	Charleston, South Carolina
Stacey V. Mitchell	Knoxville, Tennessee	Norman A. Smith, Jr.	Charlotte, North Carolina
Brian C. Monk	Charleston, West Virginia	Michael D. South	West Point, Virginia
Jarrod B. Moore	Fairburn, Georgia	Michael L. Speckhart	Virginia Beach, Virginia
William N. Moore	South Hill, Virginia	W. W. Stanfield III	Wilmington, North Carolina
Todd Moose	Taylorsville, North Carolina	Charles A. Sternberg	Bedford, New Hampshire
Matthew S. Morgan	St. Albans, West Virginia	Christopher W. Stevens	Roanoke, Virginia
Melzer A. Morgan III	Reidsville, North Carolina	Harold C. Stinson	Dallas, Texas
J. Daniel Mulhall	Clifton, Virginia	Harry W. Stovall IV	Wilmington, North Carolina
Harry A. Muller III	Atlanta, Georgia	Russell S. Sydnor	Snow Camp, North Carolina
Andrew R. Mullins	Columbia, South Carolina	Jackson W. Tarver III	Atlanta, Georgia
David S. Naismith	Suffolk, Virginia	Bradley B. Teague	Charlotte, North Carolina
Jack L. Neal	Renhook, Virginia	Michael P. Teliard	Springfield, Virginia
Anthony M. Nichols	Charleston, South Carolina	Samuel M. Torian IV	Collinsville, Virginia
Barry Q. Nichols	Keysville, Virginia	John B. Trawick	Gulf Breeze, Florida
Alexander D. Norden	Hampden-Sydney, Virginia	Matthew James Tucker	Warrenton, Virginia
George W. Norris, Jr.	Richmond, Virginia	Maurice E. Turner	Glasgow, Virginia
David C. O'Brien	Annapolis, Maryland	Russell D. Turner	Roanoke, Virginia
J. Roderick O'Connor	Manassas, Virginia	Stephen H. Turner	Martinsville, Virginia
John E. Oechsle	Gibson Island, Maryland	Richard Chase Tydings	Laytonsville, Maryland
S. Todd Ogletree	Jacksonville, Florida	T. George Underwood, Jr.	Gainesville, Virginia
Daniel S. Owen	Alton, Virginia	James H. Van Ness V	Reidsville, North Carolina
Ashley C. Owens	Laurens, South Carolina	David Scott Vargo	Avenel, New Jersey
Ricky L. Parham	Stovall, North Carolina	Matthew T. Vaughn	York, Pennsylvania
Jeffrey C. Paris	Virginia Beach, Virginia	Raymond J. Veno	Methuen, Massachusetts
Jeffrey B. Parker	Norfolk, Virginia	Richard K. Waddell	Greenville, South Carolina
Larry W. Paul II	Conway, South Carolina	Gregory K. Walker	Anderson, South Carolina
Kenneth J. Pefkaros	Wilmington, Delaware	Jon T. Walker	Mechanicsburg, Pennsylvania
John Neel Pender	Williamsburg, Virginia	Jake W. Watson	West Swanzy, New Hampshire
Cluner H. Pettyjohn III	Lynchburg, Virginia	W. Morgan Watson	Rockmart, Georgia
B. Bradbury Pomeroy, Jr.	Midlothian, Virginia	Oscar K. Weinmeister	Warner Robins, Georgia
John Barry Poole	Norfolk, Virginia	Edwin L. West III	Greenville, North Carolina
Tamas P. Pucher	Norfolk, Virginia	Matthew B. Whitaker	Richmond, Virginia
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Charles S. Ramsey	Manchester, Tennessee	George H. Whitmore	Virginia Beach, Virginia
Michael G. T. Randall	Fredericksburg, Virginia	Keith Scott Whyte	Atlanta, Georgia

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 Jeffrey D. Willett Southport, Connecticut
 C. Preston Williams Richmond, Virginia
 Christopher R. Williams Beaumont, Texas
 Daniel R. Williams Appomattox, Virginia
 Joseph P. Williams New Kent, Virginia
 Miles C. Williams Atlanta, Georgia
 Gordon T. Winfield III Charlottesville, Virginia
 Jeffrey K. Winstead Roanoke, Virginia
 Justin Hayden Woelper Towson, Maryland
 Ernest M. Wood IV Lynchburg, Virginia
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 E. Stanley Wray McKenney, Virginia
 John A. Wyatt Richmond, Virginia
 Joshua I. Yowell Virginia Beach, Virginia
 John M. Zell Brunswick, Georgia

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 Benjamin Altman Harrisburg, Pennsylvania
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 Champe S. Andrews St. Michaels, Maryland
 Joseph Lee Andrews Charlotte, North Carolina
 Frank Lee Angus, Jr. Midlothian, Virginia
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 Matthew T. Ardison York, Pennsylvania
 Kevin Lee Arrington Courtland, Virginia
 Hugh T. Avera Raleigh, North Carolina
 B. Thompson Ball Alexandria, Virginia
 Andrew M. Ballou Ridgewood, New Jersey
 Charles S. Barstow Stone Mountain, Georgia
 Kenneth C. Beachley Bakerstown, Pennsylvania
 Stephen D. Bear Rural Retreat, Virginia
 James F. Bebeau Danville, Virginia
 G. Anthony Bedon Baltimore, Maryland
 Charles S. Beemus Richmond, Virginia
 James D. Bell Dallas, Texas
 John Brett Bettis Springville, Alabama
 Robert C. Beverly Richmond, Virginia
 Bennett H. H. Biever McLean, Virginia
 F. Lewis Biggs Wicomico, Virginia
 Ralph R. Black Greensboro, North Carolina
 Mark S. Blankenship Goode, Virginia
 Blake Hunter Blythe Courtland, Virginia
 Michael G. Boehling Roanoke, Virginia
 Wade H. Boswell II Knoxville, Tennessee
 R. Morgan Bray Portsmouth, Virginia
 Michael L. Breeden Midlothian, Virginia
 Allan W. Brock, Jr. Virginia Beach, Virginia
 Harry Elton Brown II Raleigh, North Carolina
 Josiah Bunting Lawrenceville, New Jersey
 Bryan E. Burcher Richmond, Virginia
 James T. Burns Syracuse, New York
 Radcliffe M. Burt Fairfax, Virginia
 Brian T. Butler Atlanta, Georgia
 William T. Butler III Gloucester, Virginia
 Joseph Scott Caldwell IV Richmond, Virginia
 William E. Carnohan Richmond, Virginia
 Christopher P. Cawthon Forsyth, Georgia
 Michael John Citrone York, Pennsylvania
 Charles M. Cleland Lynchburg, Virginia
 David E. Clements Griffin, Georgia
 William W. Cleveland Woodstock, Virginia
 Gardner E. Cobb III Franklin, Virginia
 Christopher B. Coleman Midlothian, Virginia
 Jeffery P. Coleman Charlottesville, Virginia
 Stephen A. Coleman Richmond, Virginia
 Charles Mark Connors Sweet Briar, Virginia
 Barry B. Conrad Dallas, Texas
 Wendell K. Cosenza Virginia Beach, Virginia
 Paul A. Coudert Greenwich, Connecticut
 William Turner Cowlbeck Bedford, Virginia
 L. Allen Cowley, Jr. Blacksburg, Virginia
 John P. Cullen Arlington, Virginia
 Sean K. Cullinan Glen Allen, Virginia
 Gary H. Darden Dallas, Texas
 K. Christopher Darnell Norfolk, Virginia
 Edward R. Davis Charlottesville, Virginia
 Gregory R. Davis Garden City, New York
 Jared C. Dawson Owings Mills, Maryland
 J. Michael Day Bowling Green, Virginia
 Robert C. Dearnley Poquoson, Virginia
 Richard Henry deButts Charlottesville, Virginia
 William J. deButts III Charlottesville, Virginia
 Charles T. Dennis Winston-Salem, North Carolina
 James L. DeSantis North Palm Beach, Florida
 Kevin Lee Dixon St. Albans, West Virginia
 Matthew T. Dooley Falls Church, Virginia
 J. Fielding Douthat Roanoke, Virginia
 John D. Dove III Roanoke, Virginia
 Jerry Kevin Dumond Madawaska, Maine
 Raymond H. Elmore Colonial Heights, Virginia
 Michael S. Emery Wakefield, Maine
 William H. English, Jr. Arlington, Virginia
 Dale P. Ennis Hampton, Virginia
 William S. Ernouf Richmond, Virginia
 James A. Evans Virginia Beach, Virginia
 James D. Ewing Gainesville, Georgia
 Matthew J. Farina Miller School, Virginia
 James C. Feliciano Richmond, Virginia
 James William Ferrell IV Richmond, Virginia
 Robert E. Fiveash Virginia Beach, Virginia
 David E. Forbes Oxon Hill, Maryland
 James W. Forbes Alexandria, Virginia
 Stephen R. Fore Farmville, Virginia
 John M. Franklin Vienna, Virginia
 Carter B. S. Furr, Jr. Norfolk, Virginia
 Mark E. Gammon Richmond, Virginia
 Joseph G. Glass Buena Vista, Virginia
 Robert W. Godek Virginia Beach, Virginia
 D. Brent Golemon Austin, Texas
 R. Christopher Goodhart New York, New York
 Thomas S. Graziano Richmond, Virginia
 Ormond Drew Grice, Jr. ... New Bern, North Carolina
 Earl David Grubbs Greenville, South Carolina
 Steven R. Hagan, Jr. Springfield, Virginia
 James T. Hall Salisbury, Maryland
 Stephen A. Hall Richmond, Virginia
 Stewart M. Hall New Church, Virginia
 J. W. Frank Haner Roanoke, Virginia
 F. Benjamin Harrison Warfield, Virginia
 William A. Harrison Alexandria, Virginia
 Dennis F. Harrup III Chesterfield, Virginia
 Michael C. Hartman Miami, Florida
 Glen C. Hasling Norfolk, Virginia
 Harris M. Haynie Fincastle, Virginia
 George H. Heilig III Norfolk, Virginia
 Ronald Scott Henderson Chantilly Virginia

James Allie Hicks, Jr.	Poquoson, Virginia	Stephen C. Musilli	Cross Lanes, West Virginia
Robert W. Hinkle, Jr.	Glasgow, Virginia	Phillip D. Myers	Atlanta, Georgia
C. Spencer Hinsdale	Menlo Park, California	John W. Myers IV	Richmond, Virginia
Kenton Roy Holden, Jr.	Brooklandville, Maryland	Kenneth D. Naumann	Dallas, Texas
Jon Michael Holland	Nassawadox, Virginia	Thomas R. Neilson III	Devon, Pennsylvania
Finley C. Holmes	Gulf Breeze, Florida	Bradley S. Nester	Hillsville, Virginia
Robert E. L. Holt	Charleston, South Carolina	Mark A. Newcomb	Pamplin, Virginia
Michael T. Hubbard	Portsmouth, Virginia	Nolan R. Nicely, Jr.	Clifton Forge, Virginia
John David Hudson, Jr.	Roanoke, Virginia	Terrence L. O'Brian	Walterboro, South Carolina
David J. Hughes	Dundalk, Maryland	Michael A. O'Malley	Fredericksburg, Virginia
Michael C. Hughes	Orange Park, Florida	George C. Ochs	Tallahassee, Florida
Kemp N. Hunt	Raleigh, North Carolina	J. Michael Parkerson	Yorktown, Virginia
Robert Hurt	Chatham, Virginia	Russell V. Parrish, Jr.	Gloucester Point, Virginia
C. T. Hutchinson	Columbia, South Carolina	J. Michael Parsons	Atlanta, Georgia
D. E. Hydrick IV	Wadmalaw Island, South Carolina	Matthew V. Peacock	Danville, Virginia
Damian A. Islas	Rancho Palos Ver, California	Jonathon G. Peebles	Ordinary, Virginia
Clayton W. James	Gloucester, Virginia	Rory T. Perkins	Oxon Hill, Maryland
James W. Jewell	Franklin, Tennessee	Andrew N. D. Peterson	Knoxville, Tennessee
Andrew R. Kelley	Westfield, New Jersey	John David Phelps	Marietta, Georgia
Jeffrey S. Kellogg	Aurora, Ohio	William C. Pitt IV	Richmond, Virginia
Robert W. King	Roanoke, Virginia	Jake A. Player	Atlanta, Georgia
Robert S. Kinnear	Warrenton, Virginia	Braxton B. Pollard	Richmond, Virginia
P. Alexander Knight	Richmond, Virginia	Matthew C. Porter	Chester, Virginia
Frederick B. Koehler	High Point, North Carolina	Brent W. Railey	Covington, Virginia
Brian W. Kreider	Roanoke, Virginia	James W. Rainer IV	Birmingham, Alabama
Michael J. Lacks	Kenbridge, Virginia	Julien Gant Randolph	Alexandria, Virginia
Perrin C. Lamar	Atlanta, Georgia	Jeremy W. Ransone	Arnold, Maryland
G. Todd Lampman	Columbia, South Carolina	Christopher H. Ray	Wayne, Pennsylvania
Christopher R. Landrie	Annapolis, Maryland	Carter C. Redd	Boca Raton, Florida
Lewis C. Lankford	Raleigh, North Carolina	James W. Reid, Jr.	Richmond, Virginia
John C. Lavalie	Alexandria, Virginia	Joseph Allen Reynolds III	Richmond, Virginia
B. Tyre Law	Atlanta, Georgia	Charles Conrad Rickers III	Kenbridge, Virginia
Tarquin J. Learned	Bealeton, Virginia	Christian J. Roberts	Easton, Maryland
Jonathon A. C. Lee	Forest, Virginia	Lewis A. Robinson	Annandale, Virginia
David N. LeGault	Hardy, Virginia	Todd A. Rodriguez	Kimberton, Pennsylvania
Charles Scott LeHew	Norfolk, Virginia	Gordon E. Rountree, Jr.	Shreveport, Louisiana
John T. Lenzi, Jr.	Richmond, Virginia	John Ranson Roussel	New Orleans, Louisiana
James S. Livermon III	Enfield, North Carolina	Steven P. Russell	Severna Park, Maryland
Aubrey G. Lucy	Midlothian, Virginia	R. Glenn Ryder	Richmond, Virginia
William H. Luesing IV	Atlanta, Georgia	Douglas S. Sakowski	Clemmons, North Carolina
Shannon H. Mabus	Baltimore, Maryland	Lou Stephen Satchell	Easton, Maryland
W. Patrick Magee, Jr.	San Francisco, California	John W. Savage	St. Petersburg, Florida
Evan Fritz Mallett	Framingham, Massachusetts	Paul R. Scanniello	Vienna, Virginia
Brett Marden	New Boston, New Hampshire	Cary A. Scardina	Arlington, Virginia
Jonathon E. Marston	Crewe, Virginia	Karl K. Schneider	Reston, Virginia
Lawrence H. Martin III ..	Hampden-Sydney, Virginia	Thomas R. Schroeder	Roanoke, Virginia
Dale W. Matusevich	Blacksburg, Virginia	Stephen F. Selden	Mechanicsville, Virginia
Michael L. McGinnis	Garden City, New York	Daniel D. Sessler	Mechanicsville, Virginia
James J. McGrady	Virginia Beach, Virginia	William S. Settle	New Vernon, New Jersey
Jonathon L. McGrady	Hillsville, Virginia	Barclay M. Shepard	Newport News, Virginia
Joseph A. McKissick	Chatham, Virginia	Matthew M. Sheridan	Landisville, Pennsylvania
Hugh Leo McLaughlin	Falls Church, Virginia	G. Burton Short	Roanoke, Virginia
Bryan Scott McRay	Glen Allen, Virginia	Robert C. Showalter, Jr.	Lawrenceville, Virginia
John H. Melton	Falls Church, Virginia	Juris P. Simanis	Clifton Forge, Virginia
Philip A. Middleton, Jr.	Charleston, South Carolina	David D. Slemp	Marion, Virginia
Mark A. Milam	Dumfries, Virginia	Michael B. Snyder	Bayside, New York
Kevin Lane Miller	Wichita Falls, Texas	Charles W. Sommardahl, Jr.	Richmond, Virginia
Brian M. Mitchell	Appomattox, Virginia	F. Scott Soukup	Richmond, Virginia
Robert L. Montgomery	Williamsburg, Virginia	M. Alester Spears	Columbia, South Carolina
Robin E. Moore	Pensacola, Florida	Philip D. Spessard	Richmond, Virginia
Robert F. Moorman	Lawrenceville, Virginia	Mark W. Stevens	Mechanicsburg, Pennsylvania
John David Morris	Newport News, Virginia	David F. Stewart	Vienna, Virginia
Richard P. Mortorff	York, Pennsylvania	Stephen P. Still	Hampton, Virginia
Charles E. Moss	Madison Heights, Virginia	Taylor B. Stone	Chester, Virginia
Howard Earl Mowles	Roanoke, Virginia	Merrell L. Stout III	Augusta, Georgia
Patrick D. Mulquin	Rockville, Maryland	Samuel G. Sturt IV	Carson, Virginia

Rodney J. Tallagnon Point Pleasant, New Jersey
 David M. Thomason Greenville, South Carolina
 Hugh Brandon Thompson Alexandria, Virginia
 Travis W. Tisdale Lunenburg, Virginia
 John F. Townsend III King William, Virginia
 George M. Triple IV West Point, Virginia
 Louis F. Tyler III McLean, Virginia
 C. D. Underwood South Charleston, West Virginia
 James B. Van Liew Charlottesville, Virginia
 David Vel Farmville, Virginia
 Randy Vel Farmville, Virginia
 Robert J. Viccellio Virginia Beach, Virginia
 Robert C. Wade Bon Air, Virginia
 Keith H. Wadsworth Winchester, Virginia
 Murray P. Wadsworth, Jr. Tallahassee, Florida
 John F. Wall Martinsville, Virginia
 Mark T. Walthall Seaford, Virginia
 Christian J. Ward San Antonio, Texas
 Thomas J. Ward Annapolis, Maryland
 John F. Ware III Richmond, Virginia
 Jeremy D. Webster Swoope, Virginia
 W. Ripley West Dallas, Texas
 Carl Britt Wester Henderson, North Carolina
 Garwood P. Whaley Alexandria, Virginia
 Hugh M. White Atlanta, Georgia
 Jeffrey C. Whitehead Atlanta, Georgia
 Craig S. Williams Dallas, Texas
 Jeffrey A. Williams Appomattox, Virginia
 Orson F. Williams Ft. Washington, Maryland
 Scott S. Williams Yorktown, Virginia
 Edward C. A. Wilson Rock Hill, South Carolina
 Eric M. Woodard Roanoke, Virginia
 R. Douglass Young Acomac, Virginia
 Charles H. Zimmerman III Hampton, Virginia
 D. Christopher Zoby Virginia Beach, Virginia

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 Douglas D. Allen Yorktown, Virginia
 Patrick S. Allen Lakeland, Florida
 John J. Amon Mooresville, North Carolina
 David Scott Anderson Mechanicsville, Virginia
 W. Randolph Anderson, Jr. Richmond, Virginia
 Ira T. Applegate Greensboro, North Carolina
 Robert B. Babcock Woodland Hills, California
 Carl M. Bardusch Ettlingen, West Germany
 Daniel R. Barlow Abingdon, Virginia
 Timothy J. Barnes Cold Spring Harbor, New York
 Alan K. Barr Richmond, Virginia
 Thomas H. Barr Newport News, Virginia
 Marvin B. Bennett III Greensboro, North Carolina
 J. Scott Benton Hampton, Virginia
 Walter A. Blocker II Goshen, Kentucky
 James P. Bollinger Evergreen, Virginia
 William T. Bonfield Mt. Sterling, Kentucky
 Guy W. Boswick Hampton, Virginia
 Samuel E. Bradshaw IV Birmingham, Michigan
 Brannon T. Brewer Dallas, Texas
 Mark S. Bridges Virginia Beach, Virginia
 John E. Brinkley Portsmouth, Virginia
 Scott C. Brooks Richmond, Virginia
 David P. Brown Charleston, South Carolina
 Michael S. Brown Raleigh, North Carolina
 David W. Bryant Wallace, North Carolina

Dennis Todd Brydges Reston, Virginia
 Rudolph Bumgardner IV Staunton, Virginia
 Walter E. Bundy IV Richmond, Virginia
 Garnett W. Byrd Fort Lauderdale, Florida
 Brian F. Canterbury The Plains, Virginia
 Joseph K. Carroll Arnold, Maryland
 Karl A. Carver Burke, Virginia
 Donald H. Clark, Jr. Virginia Beach, Virginia
 Gregory Scott Clark Raphine, Virginia
 John H. Coleman Dublin, Virginia
 Benjamin Dale Comer Moneta, Virginia
 Walter Paul Conrad III Norfolk, Virginia
 John F. Cook III Kiawah, South Carolina
 Joseph W. Cotlin III Anniston, Alabama
 John H. Coyle Christiansburg, Virginia
 Raymond Scott Curry Richmond, Virginia
 Timothy P. Daniel San Antonio, Texas
 Charles D. Dees Danville, Virginia
 James R. Dillon III Atlanta, Georgia
 D. Bruce Dodson, Jr. Midlothian, Virginia
 Joseph Michael Donckers II Blacksburg, Virginia
 Herbert T. Dorn Columbia, South Carolina
 Paul J. Downey Indianapolis, Indiana
 Mark K. DuBose Dallas, Texas
 Jean Paul DuBuque Secretary, Maryland
 Damon L. Dudley Buena Vista, Virginia
 Herbert Wayne Duff Lynchburg, Virginia
 Andrew M. Duke Louisa, Virginia
 Craig W. Duncan Greensboro, North Carolina
 Richard K. Dunn Baskerville, Virginia
 F. Colin Durham, Jr. Dallas, Texas
 Howard W. Eckstein McLean, Virginia
 Thomas R. Edwards, Jr. Virginia Beach, Virginia
 Christian Todd Ellinger N. Tarrytown, New York
 Alfred Russell Elmore, Jr. Petersburg, Virginia
 John Michael Enright Falls Church, Virginia
 Charles M. Eschinger Annapolis, Maryland
 Mark P. Falls Richmond, Virginia
 Robert A. Ferguson Yorktown, Virginia
 Demetrios J. Florakis Williamsburg, Virginia
 Michael E. Franklin Fairfield, Virginia
 William J. Fritton Vienna, Virginia
 Alfred A. Fry Chesapeake, Virginia
 Edward L. Furlow Silver Spring, Maryland
 Samuel P. Gaillard IV Charleston, South Carolina
 Frederick L. Garrett IV Bowers Wharf, Virginia
 Bobby Dale Gehring II Flint Hill, Virginia
 Donald Stephen Gillespie Richmond, Virginia
 C. Moran Goetz III Atlanta, Georgia
 Alexander Cedric Grabiec Chestertown, Maryland
 Adam L. Grabowski Santa Barbara, California
 F. Brawner Greer Hampden-Sydney, Virginia
 James Donald Gregg, Jr. Powhatan, Virginia
 Alton Larue Gwaltney III Roanoke, Virginia
 Jeffrey A. Harris Hampton, Virginia
 David D. Hawbecker Hagerstown, Maryland
 Downing A. Hayes Rome, Georgia
 Andrew D. Herrington Metairie, Louisiana
 Christopher I. Higgs Nassau, Bahamas
 David L. Hobbs Mechanicsville, Virginia
 Emory M. Hodges Charlottesville, Virginia
 Walter L. Hooker, Jr. Richmond, Virginia
 David B. Hopkins Bethlehem, Pennsylvania
 James A. Horne III Albany, Georgia
 Todd A. Horsley Hartwell, Georgia
 Mark Anthony Hudson Rocky Mount, Virginia

- Alan H. Hulvey Waynesboro, Virginia
 William W. Hyde Reedville, Virginia
 Jay M. Jenkins Marietta, Georgia
 John Berry Jewell IV Franklin, Tennessee
 Chester W.N. Johns Richmond, Virginia
 Ethan Y. Jones Hillsville, Virginia
 Frank R. Jones III Roanoke, Virginia
 Michael S. Jones Farmville, Virginia
 William R. Jones III Amherst, Virginia
 Eric L. Joyce Escondido, California
 Gregory Todd Joyce Clifton, Virginia
 William A. Keeney Chesapeake, Virginia
 Harry B. Kelleher New Orleans, Louisiana
 Alfred D. Kennedy IV Atlanta, Georgia
 Douglas E. King Richmond, Virginia
 Mark A. Koski Baltimore, Maryland
 Alexander Z. Kroustalis Winston-Salem, N. C.
 Daniel J. Kungl Bordentown, New Jersey
 John M. Kuper Richmond, Virginia
 Donald Laing IV Greenwich, Connecticut
 Robert Scott Lake Mt. Pleasant, South Carolina
 Paul Edward Langrehr Virginia Beach, Virginia
 Graham J. Larson Potomac, Maryland
 Robert C. Latimer Gretna, Virginia
 Thomas S. Layton Charlotte, North Carolina
 Frederick S. Lee Annandale, Virginia
 Robert F. Lemert Greenville, South Carolina
 Michael F. Maroto Virginia Beach, Virginia
 M. Jared Mauney Richmond, Virginia
 Robert M. McCarthy Virginia Beach, Virginia
 Bryan S. McClendon Ethel, Louisiana
 S. Calhoun McMeekin III Columbia, South Carolina
 J. Brian McVey Berkeley Springs, West Virginia
 R. Christopher Melley Sudbury, Massachusetts
 William Fewell Merchant The Plains, Virginia
 John M. Merritt Atlanta, Georgia
 Dan S. Miller Glencoe, Illinois
 Joseph T. Minniece Houston, Texas
 Thomas Bennett Minor Richmond, Virginia
 John Joe Mitchell, Jr. Waterloo, Iowa
 Brian James Nail Rockland, Delaware
 Joseph B. Newell Danville, Virginia
 Dung Quang Nguyen Richmond, Virginia
 Charles E. O'Brien II Carlisle, Pennsylvania
 Philip W. Oehler Hampton, Virginia
 Michael Allen Page Virginia Beach, Virginia
 Edmund F. Pearce III Atlanta, Georgia
 Christopher F. Perkins Deland, Florida
 Leslie Davis Phaup III Farmville, Virginia
 Kevin G. Phillips Cross Lanes, West Virginia
 Derek E. Pletch Fredericksburg, Virginia
 Marc W. Pollina Bonita Springs, Florida
 Scott F. Poole Miami, Florida
 Shawn C. Powell Lynchburg, Virginia
 Robert Earle Prather Louisville, Kentucky
 Michael A. Pugh Dinwiddie, Virginia
 N. Wayne Ramsey, Jr. Brookneal, Virginia
 Milton P. Reid III Clarksville, Virginia
 Todd P.D. Reynolds New Orleans, Louisiana
 Chester C. Rhodes Virginia Beach, Virginia
 John Bradford Rivers Annapolis, Maryland
 Thomas J. Robinson Manassas, Virginia
 Thomas W. Robinson III Alexandria, Virginia
 James Charles Roddy, Jr. New Orleans, Louisiana
 David James Roper Cream Ridge, New Jersey
 John D. Rose Charlottesville, Virginia
 Charles G. Rosemond IV Richmond, Virginia
 Gerard D. Santos Harrisonburg, Virginia
 Jonathan D. Sargeant Bethany, Connecticut
 Scott B. Scheer Lake Bluff, Illinois
 Douglas Alan Selzer Dallas, Texas
 John P. Sheahan, Jr. Memphis, Tennessee
 Fred J. Sherrill Pensacola, Florida
 Samuel S. Shiplett, Jr. Midlothian, Virginia
 Thomas Lee Shortt, Jr. Danville, Virginia
 John David Simic Dale City, Virginia
 Turner T. Smith III Doswell, Virginia
 Christopher St. John Fairfax, Virginia
 Richard Staab Gainesville, Florida
 Eric Steward Greensboro, Maryland
 Robert F. Stockhausen, Jr. Atlanta, Georgia
 Walter Scott Street IV Bon Air, Virginia
 Douglas Kermit Tardio Potomac, Maryland
 Paul David Thompson Halifax, Virginia
 John Robert Timmons Hampden-Sydney, Virginia
 Michael W. Topping Portsmouth, Virginia
 Robert I. Urofsky Midlothian, Virginia
 Paul C. Venable IV Virginia Beach, Virginia
 Henry R. Walker Danville, Virginia
 Taylor S. Walker Washington, D.C.
 David S. Wallace Richmond, Virginia
 Bradley Clark Waller Ruthers Glen, Virginia
 G. Clifford Walton Powhatan, Virginia
 Stephen Kirk Waskey Roanoke, Virginia
 Stockton T. Watson Virginia Beach, Virginia
 Michael David Whaley Ft. Walton Beach, Florida
 Thomas C. Wilson Glen Allen, Virginia
 William Page Wilson, Jr. Brookneal, Virginia
 Adlai B. Wood Raleigh, North Carolina
 Kirk A. Zambetti Jacksonville, Florida

SENIORS 1988-89

- Michael Seth Adams Decatur, Alabama
 Stacy W. Adams Wheaton, Illinois
 John R. Alexander III Doylestown, Pennsylvania
 Adam J. Algeier, Jr. Keysville, Virginia
 A. Walker Allen Boca Raton, Florida
 P. Hobbs Allison, Jr. Grand Saline, Texas
 James A. Allman III Hampden-Sydney, Virginia
 Marc A. Allocca Manakin Sabot, Virginia
 Andrew Ames Richmond, Virginia
 Christopher J. Anderson Norwell, Massachusetts
 Matthew L. Areford Jacksonville, Florida
 Alexander Arnz Newport News, Virginia
 Timothy N. Austin Evergreen, Virginia
 Hugh C. Bailey III Jackson, Mississippi
 Ralph W. Baker Farmville, Virginia
 Andrew Jackson Barber Durham, North Carolina
 Christian E. Barth Cherry Hill, New Jersey
 Frank A. Bates III Narragansett, Rhode Island
 Christopher T. Bell Richmond, Virginia
 James V. Bickford IV Norfolk, Virginia
 Clayton C. Black Richmond, Virginia
 Kirk A. Bolle Reston, Virginia
 Andrew H. Bowles Richmond, Virginia
 Kimball J. Bradley Darien, Connecticut
 Robert Andrew Branan Houston, Texas
 Paul D. Brittain Dallas, Texas
 Michael R. Brost Richmond, Virginia

Mason S. Brugh	Clifford, Virginia	Robert L. Ireland, Jr.	New York, New York
Jay C. Brumfield	Danville, Virginia	Daniel A. Jenkin	Jacksonville, Florida
Robert A. Cabrera	Hagerstown, Maryland	Leo Bradley Johnson	Baldwinsville, New York
Nicholas Capuano	Fairfax, Virginia	Thomas C. Johnson	Greenville, South Carolina
Christopher S. Carney	Madison, Connecticut	Gregory E. Jones	Waynesboro, Virginia
Brian P. Cassidy	East Islip, New York	John M. Joslin III	Shawnee Mission, Kansas
William G. Chapman	Kilmarnock, Virginia	John B. Kahle	Huntington, West Virginia
Aldo E. Chavez	Hague, Virginia	Mark H. Kattman	Charlottesville, Virginia
Geoffrey S. Christ	Lebanon, Pennsylvania	Christopher Keeley	Roanoke, Virginia
David H. Clark II	Virginia Beach, Virginia	Christian A. Kiesau	Spartanburg, S. C.
Justin W. Cole	Charlotte, North Carolina	Philip A. Korshak	Houston, Texas
Calvin E. Collier	McLean, Virginia	Ronald K. Kozlowski	Bay Village, Ohio
Jeffrey S. Collins	Alexandria, Virginia	Robert M. Krauss	Hanover, Maryland
Craig A. Conner	Grove City, Pennsylvania	Arthur H. Kreienbaum	Emporia, Virginia
Jerome J. Courville	Paris, France	Richard A. Kruse	Fredericksburg, Virginia
Boyd F. Coyner	Oxford, Maryland	Joseph H. Lane, Jr.	Kingsport, Tennessee
George A. Cumming	Hampton, Virginia	Daniel Lee Laramore	Annapolis, Maryland
Christopher K. Currin	Chester, Virginia	Jeff R. LaVangie	Gainesville, Georgia
Timothy M. Curtin	Vienna, Virginia	Jeffrey A. Lawson	Virginia Beach, Virginia
Joel Rex Davis	Stony Creek, Virginia	Clark L. LeBlanc	Gretna, Louisiana
Leroy W. Davis	Virginia Beach, Virginia	Sidney C. Lemon	Richmond, Virginia
Tucker D. Davis	Richmond, Virginia	Michael K. Leonard	Charlotte, North Carolina
David A. Deane	Bloomfield Hills, Michigan	W.B. Chisolm Leonard	Columbia, S. C.
John P. Delnegro	Alexandria, Virginia	Mark E. Levandoski	Portland, Maine
Charles F. Drayton	Franklin, Tennessee	Edward M. Lewis	Trussville, Alabama
Kenneth D. Drinkwalter, Jr.	Duluth, Georgia	James C. Locke	Gladys, Virginia
Charles E. Echols	Charlottesville, Virginia	Robert C. Lodge	Wayne, Pennsylvania
Thomas D. Evans	Midlothian, Virginia	Douglas E. Maddox	Amherst, Virginia
Michael C. Fancher	Victoria, Virginia	Christian T. Mamon	Lexington, Virginia
Thomas K. Farmer, Jr.	Alexandria, Virginia	Philip E. Mankins	Huntington, West Virginia
William M. Ferguson III	Yorktown, Virginia	David C. Mason	Reston, Virginia
Kenneth P. Finger	Netawaka, Kansas	John J. Mazulewicz	Annandale, Virginia
Samuel W. Finney	Gloucester, Virginia	Richard C. McEvoy	Chattanooga, Tennessee
David C. Fleming	Falls Church, Virginia	William R. McGuire	Richmond, Virginia
Mason S. Flinn	Locust, New Jersey	Scott Alan McKain	Farmville, Virginia
George S. Forde III	Philadelphia, Pennsylvania	Douglas P. McManamy	Dunwoody, Georgia
David R. Foreman, Jr.	Suffolk, Virginia	Daniel C. McMullen	Cumberland, Maryland
Malcolm T. Freeman	Vienna, Virginia	James H. McVey	Richmond, Virginia
Jonathon G. Futch	St. Simons Island, Georgia	Christopher M. Meadows	Greensboro, N. C.
Charles R. Garrison	Dallas, Texas	James W. Mercer, Jr.	Fredericksburg, Virginia
David P. Gerber	Scarsdale, New York	Scott T. Miles	Midlothian, Virginia
Patrick N. Getlein	Woodbridge, Connecticut	Harmon B. Miller IV	Atlanta, Georgia
Evan G. Gliptis	Hershey, Pennsylvania	Steven E. Mills	Mechanicsburg, Pennsylvania
H. Phillip Goering	McLean, Virginia	Christopher M. Mize	Richmond, Virginia
Read F. Goode, Jr.	Midlothian, Virginia	Jonathan David Mize	Richmond, Virginia
Matthew D. Goodrich	Dover, Delaware	Brian E. Moon	Midlothian, Virginia
Edwin B. Gough III	Charlottesville, Virginia	James B. Mooney	Mardela Springs, Maryland
J. Andrew Grant	Bernardsville, New Jersey	Michael E. Moore	Virginia Beach, Virginia
G. L. Jeffreys Greene	Halifax, Virginia	John B. Morton III	Wilmington, Delaware
Thomas J. Groomell	Fairfield, Connecticut	John Jarrett Moss	Smyrna, Georgia
Walter Lee Grubb III	Charlotte, North Carolina	James G. Mulligan	Baltimore, Maryland
Joseph G. Guinan	Easton, Pennsylvania	J. Christopher Naftzger	W. Hartford, Connecticut
Fred E. Hamlin III	Roanoke, Virginia	Alfred R. Naranjo	Richmond, Virginia
Raymond L. Hampton	Huntington, West Virginia	David A. G. Nelson	Arlington, Virginia
Charles D. Harman III	Atlanta, Georgia	Mark S. Nettle	Shelton, Connecticut
J. S. Randolph Harris	Atlanta, Georgia	Peter J. Neville	Spring City, Pennsylvania
Michael E. Harris	Roanoke, Virginia	William T. M. Newton	Orange Park, Florida
Ondray T. Harris	Chesterfield, Virginia	Timothy M. O'Keeffe	Stoughton, Massachusetts
Marion P. Harrison	McKenney, Virginia	Jeffrey L. Odum	Columbia, South Carolina
Nathan C. Haynie	Virginia Beach, Virginia	Donald Fraser Orr	Greensboro, North Carolina
L. Allen Herrington, Jr.	Amarillo, Texas	Richard W. Osborn	Farmville, Virginia
Philip I. Heuissler IV	Baltimore, Maryland	Christopher B. Page	Leesburg, Virginia
Carter L. Hobbs	Norfolk, Virginia	Gordon E. Parker, Jr.	Virginia Beach, Virginia
John M. Hooper	Nashville, Tennessee	Clifford P. Parson	Hopewell, Virginia
John C. Hopewell	Suffolk, Virginia	C. Frederick Payne	West Point, Virginia
John M. Hopper	Richmond, Virginia	Ryder Lee Perkins	Richmond, Virginia

Edwin Perry Pernell III	South Hill, Virginia	Richard K. Smith	Wytheville, Virginia
Jonathan M. Philpott	Reynolds, Georgia	Stanford L. Southworth	Richmond, Virginia
Eric D. Pinnar	Annandale, Virginia	William M. Stanley, Jr.	Vienna, Virginia
Paul E. Pisano	Far Hills, New Jersey	Matthew C. Sunderlin	Winchester, Virginia
Hector A. Portuondo	West Palm Beach, Florida	James Pronk Tate IV	Richmond, Virginia
Christopher W. Powell	Fishersville, Virginia	Gregory L. Taylor	Fairfax, Virginia
Charles W. Pryor III	Lynchburg, Virginia	Patrick J. Taylor	Hampton, Virginia
Philip S. Rachels	Norfolk, Virginia	Trueman C. S. Thompson	Annapolis, Maryland
James W. Rapier	New Orleans, Louisiana	Philip T. Thurmond III	Chesterfield, Virginia
Jake Razor III	Cross Hill, South Carolina	Mark W. Turner	Silver Spring, Maryland
Dorn Lee Redd, Jr.	Boca Raton, Florida	John S. Vail	Brookline, Massachusetts
Richard C. Redd	West Point, Virginia	Clemace R. Valiant	Newark, Delaware
Thomas B. Reynolds	Thomasville, Georgia	Richard B. Verrone	Rocky Mount, N. C.
Jeffrey G. Rice	Baton Rouge, Louisiana	Kevin C. Volman	Port Tobacco, Maryland
John N. Richardson	Redart, Virginia	Jack R. Von Maur III	Saddle River, New Jersey
Steven M. Riddle	Durham, North Carolina	Cabell F. Wallace	Williamsburg, Virginia
Charles A. Rivers	Birmingham, Alabama	Craig A. Wallace	Midlothian, Virginia
C. Saunders Roberson, Jr.	Rocky Mount, N. C.	Timothy J. Ware	Fairfield, Virginia
R. Kinckle Robinson	Pamplin, Virginia	David B. Weiss	Atlanta, Georgia
Thomas L. Rose	Dallas, Texas	Bruce D. Wenger	Charlottesville, Virginia
David H. Rutledge	Raleigh, North Carolina	Thomas H. Whiteley	Annapolis, Maryland
Christopher M. Savvides	Virginia Beach, Virginia	Phillip L. Williams	Chevy Chase, Maryland
C. Christopher Scardina	Arlington, Virginia	George Martin Wood	Clifton Forge, Virginia
Edward U. Shin	Richmond, Virginia	William D. Woodley	Manakin-Sabot, Virginia
Andrew R. Shoemaker	Charlottesville, Virginia	Mark T. Wright	Decatur, Georgia
Christopher B. Sibold	Richmond, Virginia	George W. Yurgaitis, Jr.	Warrenton, Virginia
John F. Simons III	Ft. Washington, Pennsylvania		

Number of Students by States and Foreign Countries — 1988-89

Virginia	504	Delaware	5
Georgia	59	Illinois	4
North Carolina	58	Kentucky	3
Maryland	48	New Hampshire	3
South Carolina	38	Ohio	3
Texas	32	District of Columbia	2
Florida	30	Kansas	2
Pennsylvania	27	Michigan	2
West Virginia	17	Rhode Island	2
New Jersey	16	Indiana	1
Louisiana	15	Iowa	1
Tennessee	13	Maine	1
Alabama	12	Mississippi	1
New York	12		
Connecticut	11	Bahamas	1
Massachusetts	7	France	1
California	6	West Germany	1

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HAMPDEN-SYDNEY COLLEGE
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